DOCUMENT RESUME

ED 129 400 95 PS 008 718

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TITLE Materials for Infant Development.
INSTITUTION George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.
SPONS AGENCY National Coordination Center for Early Childhood Education, St. Ann, Mo.; Office of Education (DHEW), Washington, D.C.
PUB DATE 71
CONTRACT NPECE-70-006
NOTE 88p.

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS *Child Development; Child Rearing; *Childrens Literature; Cultural Enrichment; Disadvantaged Youth; Field Studies; *Guides; Home Visits; Infants; Instructional Materials; Low Income Groups; Mothers; Preschool Children; *Preschool Education; Selection; Siblings; *Skill Development; *Toys
IDENTIFIERS *DARCEE; Demonstration and Research Center Early Education

ABSTRACT

This manual, which discusses materials that promote infant growth and development, is part of an approach to working with low-income mothers and infants in their homes to increase the educability of the infants. There is a brief discussion of infant development and the Demonstration and Research Center for Early Education Infant Study (DARCEE, Skill Development Curriculum Model, and a section on provisions recommended to promote infant development; provisions by the mother; and provisions of play materials for infants. Another section is devoted to materials field-tested in homes. Materials used in the DARCEE Home Visiting Program are described, including materials distributed by the home visitor, assignments made by the home visitors, verbal motivators given by the mothers, and home visit illustrations. (MS)

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MATERIALS For Infant DEVELOPMENT

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PS 008718

ED129400

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Nashville, Tennessee

1971

PS 008718

Acknowledgements

The authors of Materials for Infant Development give special thanks to the families that we visited.

Names of families were furnished by Miss Abbie I. Watson, Director of Public Health Nursing, and several public health nurses with the local Well-Baby Clinics. We gratefully acknowledge the cooperation of these staff members of the Metropolitan-Nashville Davidson County Health Department.

We wish to express appreciation to staff members of the Demonstration and Research Center for Early Education who gave ideas in the development of infant materials, and brought items in the collection of reusable materials. Mr. James D. Boismier, who was Infant Examiner for the project, contributed valuable assistance. Most helpful with editorial assistance was Mrs. Maxine Schoggen.

Throughout the conduct of this study, and during the preparation of this manual, Mrs. Margaret D. Fox supported our efforts with contagious confidence and secretarial competence. We are particularly grateful to her.

This work was performed pursuant to Contract Number NPECE - 70-006 with the Office of Education, United States Department of Health, Education, and Welfare, National Program on Early Childhood Education (NPECE). Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official policy of the Office of Education.

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Introduction

The purpose of this manual is to discuss materials that promote infant growth and development.

Materials for Infant Development is written as a manual that complements and extends information that was presented in a procedural manual entitled, Home Visiting with Mothers and Infants (Forrester, Hardge, Outlaw, Brooks, Boismier, 1971). Both manuals were prepared to describe an approach to working with mothers and infants in their homes to increase the educability of the infants.

The Demonstration and Research Center for Early Education Infant Study was the context in which attention was given to infant development and materials development. Work on infant development and materials for infant development was a downward extension of work done at DARCEE with young children from three to six years old.

The contents of this manual share with the reader understandings about infant development and provisions for infant development that we found meaningful and useful. Chapter I outlines areas of early development and several provisions needed for development. Chapter II gives details of the materials that were field-tested with twenty mothers and their infants. Chapter III shows how materials were related to the overall home visiting program.

Chapter I

Early Development and Provisions for the Infant

During the DARCEE Infant Study, the staff was involved in homes with mothers and their infants who were between seven and eighteen months of age. The focus, therefore, was on the early development of infants and toddlers, and on the development and provision of materials in home settings. Careful attention was given to *areas of infant development*, *areas of cognitive functioning*, and *skill development*. In the provision of materials to foster these areas of development, the emphasis was on the *way* the materials were used rather than what materials were used. As in earlier George Peabody College efforts (Gray, Klaus, Miller & Forrester, 1966), materials were seen in terms of *how* they could be used and *why* they should be used.

Early Development

Areas of Infant Development

In its broadest sense the growth of infants can be seen in terms of *gross-motor*, *fine-motor*, *cognitive*, *language*, and *personal-social development*. Developmental landmarks in five areas were outlined by Provence (1967) and the specifics given were used as a guide for planning developmentally appropriate activities, and selecting developmentally appropriate materials. Five areas are discussed and a general statement is made of how development in each area is stimulated and facilitated.

Gross-Motor Development. The development of control over the larger muscles used in rolling over, sitting upright, crawling, standing, walking, kneeling, climbing, stooping, jumping, running, kicking, walking up and down stairs, and hopping. The coordination of the larger muscles is facilitated by opportunities to move about with a minimum of unnecessary restrictions. This requires a safe environment and some supervision of the infant's activities.

Fine-Motor Development. The development of skills in the use of hands and fingers, and the coordinated use of eyes and hands. The infant learns to reach, to grasp, to shake, to bang, to tap, to pull, to drop, to dangle, to point, to stir, to scribble, to push, to roll, to stack, to snap beads, to turn pages, and to throw balls. When a variety of objects are provided for the infant to handle and play with, this promotes the development of manipulative skills and eye-hand coordination.

Cognitive Development. The development of processes involved in knowing and understanding the world, through perceiving, attending, exploring, discriminating, learning, and remembering. Through concrete involvement with objects, the infant begins to develop the capacity for abstract representation of objects. Cognitive growth is said to progress with "the development of representational systems, increasingly more powerful, for dealing with future encounters of the organism with reality (Gray & Miller, 1967, p. 475)."

Language Development. The development of the ability to hear, to comprehend, and to produce speech. The infant learns to understand the language of others and to respond to simple requests or simple directions. Through the development of vocal imitation the infant's production of speech progresses as he learns to name objects. Verbal stimulation from an adequate speech model must be provided, through words spoken to the infant and responses made to his verbalizations.

Personal-Social Development. The development of positive reactions to self and favorable social relationships. The infant responds to familiar persons, he plays games with others, he handles eating utensils, he proceeds with dressing himself, he learns the parts of the body, and he can imitate the activities of persons in his environment. Frequent contact with people is important, and stable contact with a few specific loving people can foster the social and emotional development of the infant.

Areas of Cognitive Functioning

In the design of the DARCEE Infant Study, the projected foci were "materials for cognitive stimulation," and "ways of programming cognitive stimulation." From the planning phase to the reporting phase the staff has attempted to translate definitions of cognitive functioning into suggestions for selecting materials and activities. Several of the materials used in the Infant Study and reported in this manual are based on an outline of infant activity units, in an instrument for assessing infant psychological development by Uzgiris & Hunt (1966). They outlined the following areas of cognitive functioning and progressions toward mental representations of objects.

Permanence of Objects. Visual experiences with objects contribute to the notion of independently existing objects. The infant progressively maintains interest in an object no longer in sight, searches for a hidden object, and develops a mental representation or image of an object. The increasing development of mental representation of objects is evidenced in the persistence of the infant in searching for a hidden object.

Development of Means for Achieving Desired Environmental Events progresses from directing eyes and a hand toward an object to intentional eye-hand coordination and grasping of an object. As the infant distinguishes between objects as means or ends, he is able to use objects such as a string or a stick as a tool for obtaining another object. The increasing development of mental representation of means is evidenced in learning a new task rapidly, and foresight as evidenced by no apparent trial and error before successfully solving a problem.

Schema Development or the development of schemas in relation to objects, refers to the behaviors the infant shows to objects. Reactions to objects include mouthing, looking, hitting, banging, tapping, shaking, patting, feeling, and examining them. Other motor schemas include tearing, stretching, sliding, crumpling, dropping, and throwing objects. Social schemas toward objects develop from imitation and greater social awareness. The infant uses an object like he has seen another person use it, and he wants to show the object to someone. The increasing development of mental representation is evidenced in the naming of objects that he recognizes.

Development of Causality. The infant attempts to keep an interesting activity going or to restart an interesting activity, such as the movement of a wind-up toy. He progresses from no reaction to the termination of an activity to random hand movements, followed by appeals to another person, direct action onthe object, and mechanical activation of the object. The development of causality means that the infant is able "to examine interesting situations for objective causes and start to try to reproduce the interesting results through objective means (Uzgiris & Hunt, 1966, p. 17)."

Construction of Objects in Space. The infant develops the notion of a recognizable object or objects as things. He finds an object upon hearing its sound, he can follow a moving object, and he recognizes the reverse side of an object. He understands that objects can be put in a container, blocks can be stacked, a toy can roll down an incline, and dropped objects can fall in different ways. The increasing representation of objects in space is evidenced by the infant's ability to make detours--he goes around an obstacle to get an object from behind the obstacle--and he recognizes the absence of familiar persons by vocalizing of their absence or pointing outside.

Development of Vocal Imitation. The infant progresses from cooing and babbling to imitating the sound patterns and the words of persons around him. The number of words in his vocabulary increases as he repeats words that he hears. Mental representation is evidenced in the naming of objects that he recognizes.

Development of Motor Imitation. The infant progresses from imitating simple gestures to imitating more complex actions, and from imitating unfamiliar gestures he can see to imitating unfamiliar gestures which he cannot see himself perform. Representation is implied by the imitation of invisible gestures.

Skill Development: The DARCEE Skill Development Curriculum Model

This manual, *Materials for Infant Development*, presents a downward extension of a curriculum model and materials that had been used at the Demonstration and Research Center for Early Education (DARCEE) with young children from three to six years old. Ideas and experiences from the staff's involvement with mothers and preschool children were drawn upon in the work with mothers and infants. The DARCEE curriculum model for preschool children presented by Camp (1967, 1970) was reviewed, and the staff attempted a downward extension of that model. An outline of percepts and concepts for infants, based on the DARCEE curriculum model is given on the next page.

DARCEE Skill Development Curriculum Model

Aptitudes or Skills

- Input--to receive and to comprehend with the senses
  - Visual Perception and Discrimination
    - Basic Colors (red, blue, yellow, green, orange, etc.)
    - Shape Concepts (circle, square, triangle, cube, sphere)
    - Size Concepts (small, large)
    - Volume Concepts (most, least; full, empty)
    - Time Concepts (day, night)
    - Quantitative Concepts (some, many, few)
    - Positional Concepts (on, under; top, bottom; in, out; front, back)
  - Auditory Perception and Discrimination
    - Volume Concepts (loud, soft)
    - Pitch Concepts (high, low)
    - Length Concepts (long, short)
    - Comprehension of the meaning of sounds and sound patterns from the environment
  - Tactile-Kinesthetic Perception
    - Texture Concepts (hard, soft; rough, smooth; bumpy; dry, wet; stretchy; fuzzy)
    - Weight Concepts (heavy, light)
    - Temperature Concepts (hot, cold)
  - Taste-Olfactory
    - General Concepts (sweet, sour)
    - Specific Flavors and Odors (orange juice, chocolate; perfume, camphor)
  - Motor Perception--awareness of and labels for motion of objects and self-locomotion
    - Motion Concepts (stop, go; in, out; up, down; open, shut; walk, run; etc.)
    - Speed Concepts (fast, slow)
  - Affective Perception and Discrimination
    - Affective Concepts (happy, sad; pleased, angry)

- Organization--to process or assimilate information into a cognitive framework
  - Association--to associate concepts which belong together on the basis of relationships
    - Function (use objects together)
  - Classification--associate concepts on the basis of a common characteristic
    - Sorting (concrete properties)

- Output--to express and respond with the voice or the body
  - Vocal Endcoding--ability to express one's ideas in spoken words
    - Verbal Fluency (number of verbalizations, words)
    - Articulation (quality of pronunciation)

  - Motor Endcoding--ability to express one's ideas in gestures
    - Motor Imitation (use of toys)

Provisions for the Infant

Provisions Recommended for the Infant

Provisions are recommended which promote the physical, emotional, social, and intellectual development of the infant. The nature of the home environment and the type of caretaker behavior constitute major influences on the infant. Provence (1967) discusses characteristics of a favorable environment for infants up to two years of age. Caldwell, Heider, and Kaplan (1966) outline conditions that are assumed to foster the development of the infant.

1. Adequate food, clothing, and shelter are essential.
2. Frequent contact with people is important. Adults and children, males and females, should be figures in the infant's experiences.
3. Stable contact with specific people who assume responsibility for caring for the infant's needs is recommended. The caretaker should have stable contact with the infant in responding to his needs.
4. The caretaker's response to the infant's needs should provide gratification. The very young infant must be given attention so that he is not overwhelmed. As the infant becomes older, the caretaker's attention should not be so prompt or complete. Thus, the infant gradually moves toward independence and self-gratification, as opposed to dependency and spoiling.
5. Physical handling during routine care and everyday events is recommended. A few times during the day for physical handling of the infant promote gross-motor development as well as personal-social development.

6. Verbal stimulation from an adequate speech model must be provided. Responses to the infant's early verbalizations, and words spoken to the infant, foster language development.
7. Emotional gratification through positive responses made to and about the infant fosters development. A smile, a pleasant voice, or a hug are positive responses to the infant. Praise for the infant and favorable comparison with another infant suggest a positive emotional climate.
8. Structuring environmental materials and events can elicit progressively more mature responses from the infant. Toys can be selected over a period of time and given one at a time to the infant thus to help him develop emerging skills. The waking hours of the infant can be planned for both self-stimulating play with toys by himself, and for imitative play with toys with someone.
9. Learning in an atmosphere of consistency and repetition is important. Experiences in an environment with stable persons and things provide basic security. Routines, or recurring events, provide fundamental time orientation and predictability.
10. Learning also occurs through variety and contrast. When there is an essentially stable background of persons, materials, and events, the infant is more aware of additional or different experiences that impinge on him. Emotionally and intellectually he profits when a delicate balance is maintained between consistency-repetition and variety-contrast.

11. The visual and auditory aspects of the physical environment should be regulated. The things that the infant sees and hears should provide modulated amounts and varieties of sights and sounds.
12. Manipulative objects or playthings that provide interesting activities and developmental stimulation are needed. Developmentally appropriate toys in the areas of gross-motor, fine-motor, cognitive, language and personal-social development can be provided. A ball, a hammer bench, blocks, a picture book, and a rag doll are multi-purpose toys.
13. Opportunities to move about with a minimum of unnecessary restrictions are needed. This requires a safe environment and some supervision of the infant's explorations.
14. Appropriate restrictions, limits, or prohibitions that correspond to the infant's developmental level are considered necessary restrictions. The balance between more opportunities and fewer restrictions is maintained as the infant develops new skills and mature dispositions. For example, gross-motor skills and increasing interest in locomotion of a one-year-old mean his mother should give him many opportunities to walk alone.
15. Each day the infant should get sufficient relaxation and sleep. Sleep provides a restoring of physical fitness as well as mental alertness. Relaxation from involvement with things and persons is necessary for cognitive development and personal-social development.
16. Attention must be given continuously to his safety, his health, and his well-being.

Provisions Made by the Mother

The mother has many roles in meeting the needs and fostering the development of the infant. Two important roles in the intellectual development of her infant, are as a change agent and a teacher for her infant. (Forrester, Hardge, Outlaw, Brooks, Boismier, 1971). The mother can structure and change the conditions that surround the infant in meeting his needs and she can decide on the direction that teaching and learning can take.

The efficiency and effectiveness of the mother in her role as a change agent and a teacher for her infant relate to: interaction between the mother and the infant; management of the infant; recognition and facilitation of infant behavior and development; conduct of activities; and selection and development of play materials. Materials for infant development are particularly important considerations as the mother conducts activities and facilitates development.

The Provision of Materials for Infant Development

The provision of materials is clearly related to the early development of the infant. The design of the DARCEE Infant Study was continuous with earlier George Peabody College studies which planned the systematic use of materials to implement the skill objectives of the program (Gray, Klaus, Miller, & Forrester, 1966; Stevens, 1967). The areas of infant development determined which materials were selected and how they were presented. The home visitors, therefore, helped each mother to provide a variety of playthings and activities to foster the infant's development.

Home Visiting with Mothers and Infants provided information and experiences for mothers and infants to improve the educability of the infants. The home visitors reminded each mother that the environment of the infant includes all of the things and persons that surround the infant. The materials and the human resources of the environment make provisions for the infant. His development is fostered by the provision of *certain kinds of play materials* (Provence, 1967; Caldwell, Heider & Kaplan, 1966). The mother was encouraged to see her importance in the selection and the presentation of materials and activities for the infant.

Every attempt was made to make each mother aware of the many aspects for development and learning to be found in various materials and toys. She was trained to see *what* materials could be used, and more significantly, *how* they could be used, and *why* they should be used. Particular emphasis was placed on the use of very inexpensive materials and reusable items. The mother learned to select, develop or make materials to implement activities. The things that the mother made, and other simply constructed playthings, fostered the infant's development and stimulated the mother's creative ability.

Special attention was directed to helping each mother observe various responses and reactions of her infant to the materials. She was trained to see what he did with the materials and how he liked them, and she was guided in watching the infant's responses to materials over a period of time. The home visitors gave specific developmentally appropriate responses to look for and developmentally probable sequences to plan for. In this way, the mother was able to see the present and the future uses of various materials.

The home visitors demonstrated the use of materials, in order that the mother might become more proficient in the conduct of activities. The series of things to do with materials, and the sequences for the presentation of materials were concrete strategies in the programming of stimulation by the mother for the infant. It was recommended that there be structuring of environmental materials and events to elicit progressively more mature responses from the infant. Ideas were given as to how toys could be selected over a period of time and given one at a time to the infant to help develop emerging skills.

Chapter II

Materials That Were Field-Tested in Homes

The field-testing of materials in homes yielded a wide variety of materials that promoted the development of infants. Information will be shared with the reader in terms of materials prepared, developed, and selected; things that were saved; things that were multipurpose purchases; and books appropriate for infants, toddlers, and older siblings.

Materials Preparation, Development and Selection

Major Considerations

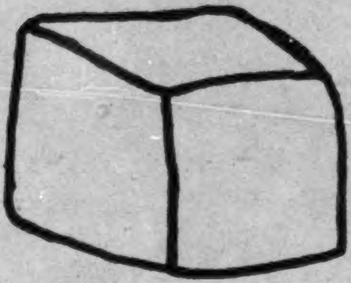
An important purpose of the DARCEE Infant Study was the development and selection of materials for home visiting with mothers and infants. The materials specialist for the project had primary responsibility for the preparation and development of materials. She, and other members of the staff, made decisions about materials development and selection. An overall process of planning, implementation, and evaluation was applied in developing materials, using them in homes, and evaluating their merits.

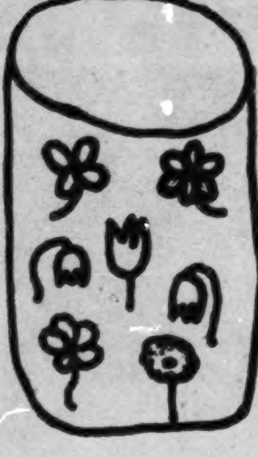
Information about the materials that were prepared, developed and selected gives the following: (1) NAME OF THE MATERIAL; (2) description and/or how it was made, including WHAT IT WAS MADE OF and instructions in its construction;(3) how it was used, and (4) why it was used--the developmental areas that were favorably influenced. (5) The materials specialist sketched an illustration of each of the items, which completes the cycle of her involvement with materials--from production of items to dissemination of information.

List of Materials That Were Prepared, Developed and Selected

Foam Blocks
Juice Can Toy
Juice Can Rattle
Juice Can Telescope
Coffee Can with a plastic lid
Coffee Cans of graduated sizes with plastic lids
Picture Cards
Picture Book
Stuffed Animals
Tagboard Blocks
"Totem-All"
Wagon Pull Toy
Terry Cloth Doll
Coffee Can with plastic lid and two spools
"Pegg Carton"
Shape Puzzles
"A Baby's Book to Touch"
Cuddly Pillow
Reflect Mirror
Mobile
Auditory Mobile
Shape Can
Storage Boxes
Nesting Cups
Scrap Doll
Yarn Doll
Sock Doll
Sock Puppet
People Finger Puppets
Animal Finger Puppets
Snapshots and Photographs
Small Can and a plastic spoon
Materials for Tactile-Kinesthetic Discrimination
  and Materials for Taste-Olfactory Discrimination
Ball
Snap Beads
Blocks
Crayons
Storybooks
Xylophone
Inlay Puzzles

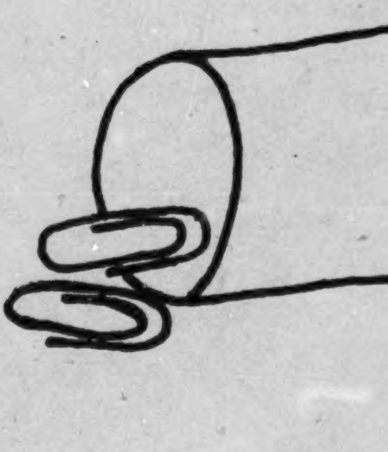
FOAM BLOCKS--made of 2" X 2" and 3 1/2" X 3 1/2" soft FOAM RUBBER and washable TERRY CLOTH or different textures of cloth.
One block was used for grasping and squeezing. The infant handled the foam block and experienced its softness.
Two or more blocks were used for piling and stacking to foster eye-hand coordination.



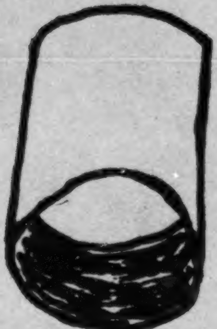


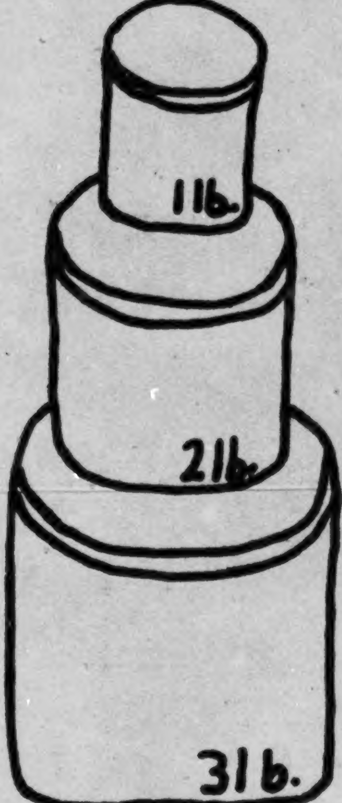
JUICE CAN TOY--made of a SMALL (6 oz.) CAN covered with CONTACT PAPER.
This toy proved sufficiently sturdy and easy to handle.
One can was used for grasping and rolling.
Two or more cans were used in stacking activities.
The color and the pattern of the contact paper provided visual stimulation.

JUICE CAN RATTLE--made of a SMALL (6 oz.) CAN covered with contact paper, and filled with PAPER CLIPS, BELLS, BUTTONS, SAND, SALT, GRAVELS, BOTTLE CAPS, or similar items. The can was filled, then securely sealed by using MASKING TAPE and CONTACT PAPER. A can without filling was presented to the infant along with one that was filled to foster auditory perception. The infant developed a preference for the can that provided auditory stimulation.
Two cans with different contents were presented to facilitate auditory discrimination.



JUICE CAN TELESCOPE--a SMALL (6 oz.) CAN with both ends cut out, covered with CONTACT PAPER.
The mother showed the infant how to look through the can. He sighted objects in his home through his first telescope.
The mother also rolled the can to the infant, and he was encouraged to roll it back.

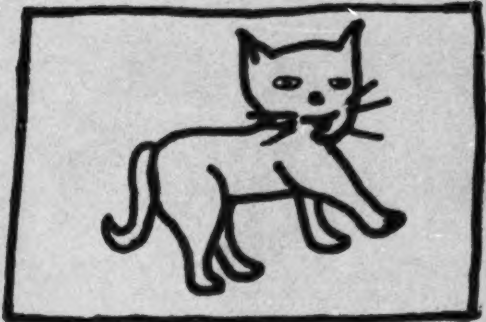


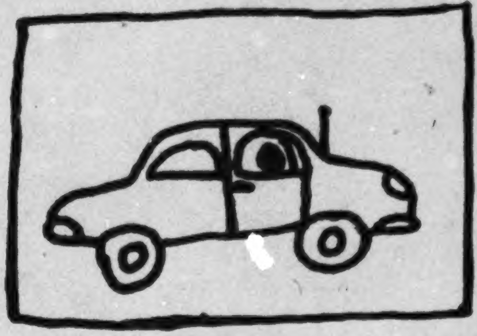


COFFEE CAN with a PLASTIC LID was covered with CONTACT PAPER.
The infant manipulated it--he rolled it, and he put the lid on and took it off.
One coffee can was often used as a receptacle for small objects and toys that the infant dropped into a container.
Filling and dumping a coffee can was entertaining as well as instructive, as the infant learned that he could do and undo something.
A coffee can with a plastic lid was also a convenient place to store small objects and toys.
Overall, this proved to be a multipurpose plaything.

COFFEE CANS (1 lb., 2 lb., 2 1/4 lb. and 3 lb.) with PLASTIC LIDS were used for stacking.
Cans of different sizes, without lids, became a set of nesting cans.
Several other cans of groceries or household products were in graduated sizes that permitted the mother or the home visitor to assemble a set of cans for the infant to nest and stack.

PICTURE CARDS--were prepared by the mother using 5" X 8" INDEX CARDS, MAGAZINES, and PASTE. Sample picture cards were prepared and left in each home, with the instructions that each picture card should have the picture of one object. The home visitor told the mother that the CRITERIA FOR THE SELECTION OF A PICTURE should be that: the object was familiar to the infant; it was illustrated in primary colors, with clear features; the name was easy to pronounce and comprehend; and the item had utility in the family's life (i.e., car, cat, cup).

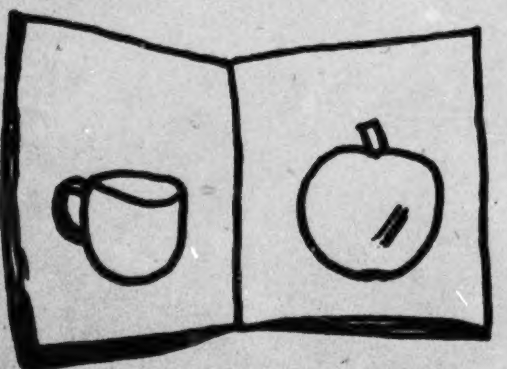




The home visitor suggested that the mother or the father could draw pictures. One mother bought simply illustrated COLORING BOOKS, colored an object, cut it out, and pasted it on her daughter's cards. Other mothers found DEPARTMENT STORE and TRADING STAMP CATALOGS were good sources of pictures. The mother was encouraged to use additional pictures of familiar objects, in order to supplement the picture cards.

Picture cards prepared by the mother were evaluated in terms of the number and the type of pictures in the infant's set of cards.

PRESENTATION OF THE PICTURE CARDS: The mother held the infant in her lap and used one word in naming the object on the card ("Car." "Dog." "Cup."). The infant was encouraged to repeat the word to stimulate language development. The picture card was then paired with a real object, and the infant verbalized to and manipulated that object. The mother reinforced exploration and involvement with the object using appropriate schemas or motor responses. When the infant's interest waned, another picture card, and then another object, was presented.

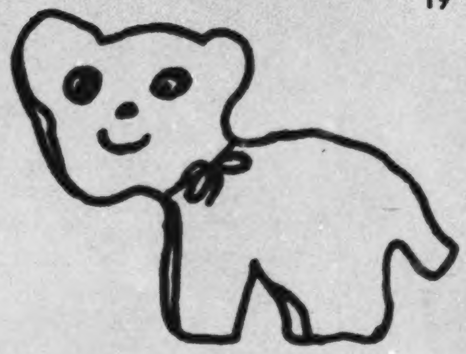


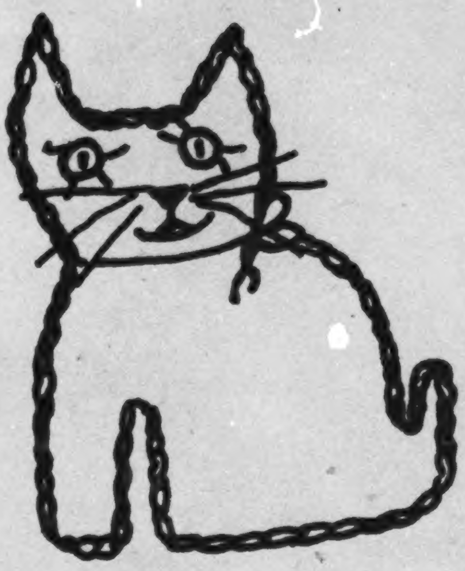
PICTURE BOOK--was assembled by the mother by binding all of the infant's 5" X 8" INDEX CARDS, PICTURE CARDS. Two holes were punched in the cards and they were bound with YARN. The picture book, just as the picture cards, provided cognitive stimulation and elicited verbalizations.

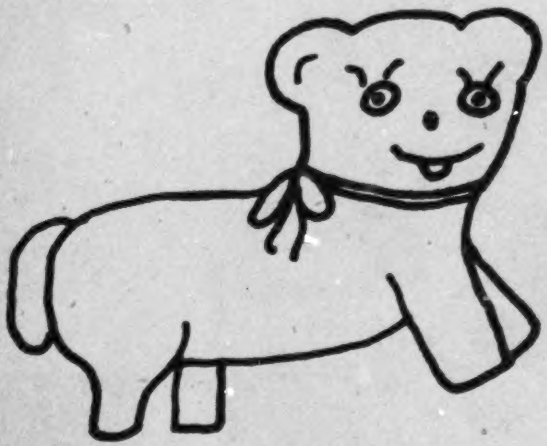
After the infant evidenced the fine-motor development, and the disposition for turning the pages, and not tearing the pages, he enjoyed looking at the book alone.

STUFFED ANIMALS--were prepared by the mothers using packets of materials which included a patterned animal (A BEAR, A DOG, or A CAT) with precut TERRY CLOTH, FOAM RUBBER, and a BELL to be sewn inside the animal's tail. His eyes were made of circles of FOAM RUBBER, while his nose and mouth were made of different colors of YARN.

They were simple for the mothers to make and they contributed to the personal-social development of the infants. The infants enjoyed grasping or squeezing them around the house, or hugging and cuddling them as a crib toy.

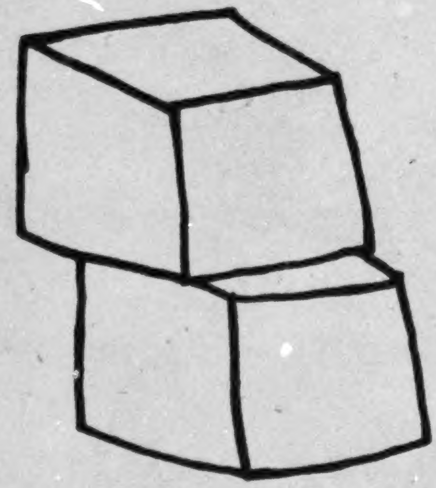


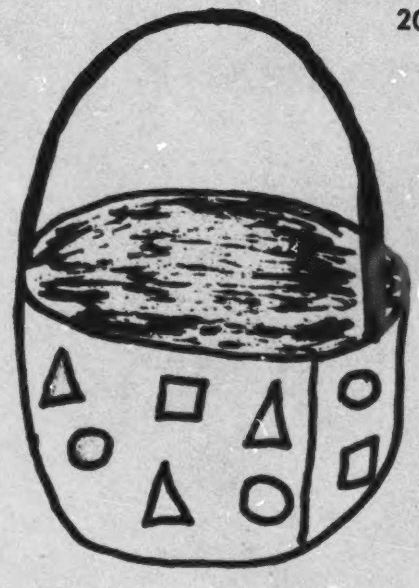




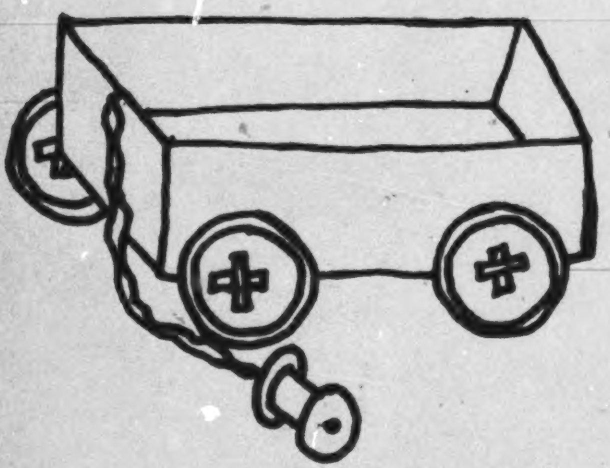
TAGBOARD BLOCKS--were 3 1/2" X 3 1/2" blocks made with TAGBOARD, BELLS, and CONTACT PAPER which was used for decorative covering, and to secure the bells safely inside.

The mother demonstrated to the infant how to stack one block on top of another, then she let him stack the blocks. She encouraged him to stack as many blocks as he could, while ignoring him if a tower of blocks fell down. The mother presented the infant with a tagboard block with a bell enclosed, and one without a bell. The infant preferred the block with the bell, and at first he shook each in order to perceive the preferred block. After more careful visual inspection of the tagboard, the infant learned to find the preferred block using only visual clues.



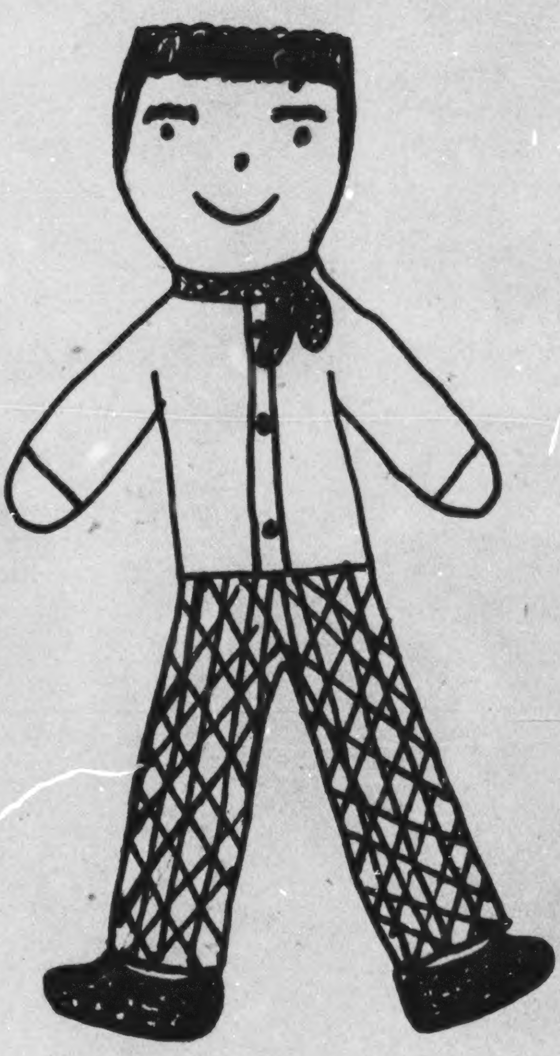


"TOTEM-ALL"--was developed by the materials specialist, and prepared by using the bottom half of a PLASTIC JUG (distilled water or bleach bottle). A handle made of PIPE CLEANERS was attached to facilitate the gathering and carrying of leaves, sticks, rocks, grass, dirt, and flowers. Different colors and shapes (circles, squares, and triangles) of TERRY CLOTH were cut and pasted on the basket for decoration, as well as to facilitate visual perception and color and shape discrimination. Color concepts were taught using terry cloth shapes in basic colors of red, blue, yellow, green, orange, purple, brown and black. The totem-all was very light weight and proved ideal for use during outdoor activities. Indoor use of it was principally for storage of small toys. The infant also enjoyed putting things in the totem-all and taking them out, and this helped him understand that there was a process of doing and undoing.

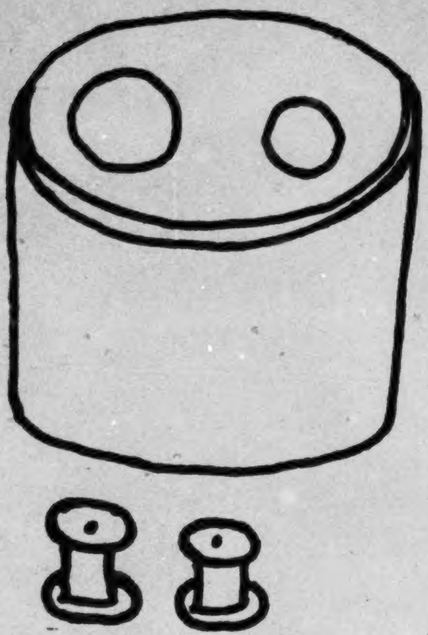


WAGON PULL TOY--was made of a SHOE BOX covered with CONTACT PAPER, 4 PLASTIC LIDS (of equal size), 2 PLASTIC STRAWS, YARN, and a LARGE SPOOL. The shoe box was covered with contact paper. Four holes were punched 1" from the bottom and 1" from the edge of the box. The ends of the straws were slit, and the straws were inserted through the holes in the box. Then holes were cut in the lids large enough for the straws to pass through, and the lids were put at the ends of the straws. The slit ends of the straws were folded back and taped down securely. Finally, a large spool was knotted to a piece of yarn, and attached to the front of the shoe box. The wagon pull toy was an inducement for several infant motor responses. Pulling the wagon encouraged the infant to walk. The mother was instructed to label the infant's actions while he was playing, as he would "push," "pull," "roll," or "bring" the wagon. The mother also suggested other actions to perform with the toy, in order to develop comprehension of speech, and the ability to follow simple requests, such as "Give mama the wagon." The infant learned that he could pull the string horizontally and get the wagon to come to him. After he got the idea of all of the features that constituted the wagon, he realized that the spool and the yarn were part of the whole toy. The mother was, therefore, encouraged to engage the infant in a "find the toy game." She put the wagon pull toy under the couch, left the string visible, and asked the infant, "Where is your wagon?"

TERRY CLOTH DOLL--two TERRY CLOTH HAND TOWELS were sewn around precut FOAM RUBBER. Brown towels or white towels were used according to the race of the infant. An attempt was made by the mothers to construct the doll so that it bore some physical resemblance to the infant. Colors of YARN corresponding to the eyes, nose and hair, of the infant were sewn, along with a red smiling mouth. The foam rubber pattern was cut so that the terry cloth doll stood about 14 1/2" tall. The packet of materials to make the doll also included a precut shirt, pants or skirt, and shoes. Color fast SCRAP MATERIAL was used to make the clothes, which meant the mother could wash the doll and all his clothing, when necessary.

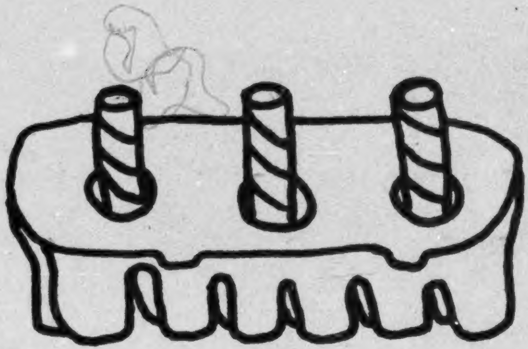


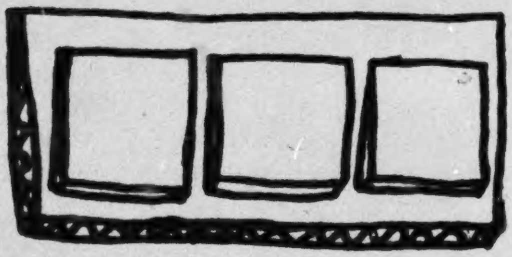
The home visitor introduced a sample of the terry cloth doll, and personalized it by saying, "This is 'Charlie Peabody' and he has come to play today." The home visitor guided the doll through successful completion of some of the home visit activities for the day, such as stacking blocks, playing pat-a-cake, rolling the ball, etc. It was noted that the infant tried hard to keep up with the achievement role model set by "Charlie."
It was also noted that this introduction led the mother to a fast completion of the doll, and to giving the doll a name.
The terry cloth doll proved to be the infant's companion and playmate. Independent play with the doll fostered personal-social development. The mother gave the infant opportunities to dress and undress the doll. He was able to handle the SNAPS and BUTTONS that were put on the clothing for fastening and unfastening. This accelerated the infant's interest and competence in dressing himself.



COFFEE CAN with a PLASTIC LID and two SPOOLS were saved. Holes of two sizes, somewhat larger than a LARGE SPOOL and a SMALL SPOOL, were cut in the plastic lid.
The mother encouraged the infant to drop the large spool through the large hole and the small spool through the small hole to promote size discrimination, and to foster eye-hand coordination. During independent play with these materials, the infant fitted both spools into the large hole, and released them into the can.

"PEGG CARTON"--was developed by the materials specialist using an EGG CARTON that had six humps which divided the sections for the eggs. Three circles, somewhat larger in diameter than toilet tissue rolls, were cut in the egg carton over three of the humps. Three toilet tissue rolls were covered with contact paper. The carton was TAPED to keep the infant from opening it. The task for the infant was to put the toilet tissue rolls into the three holes, and fit them directly over the humps. This task promoted eye-hand coordination.





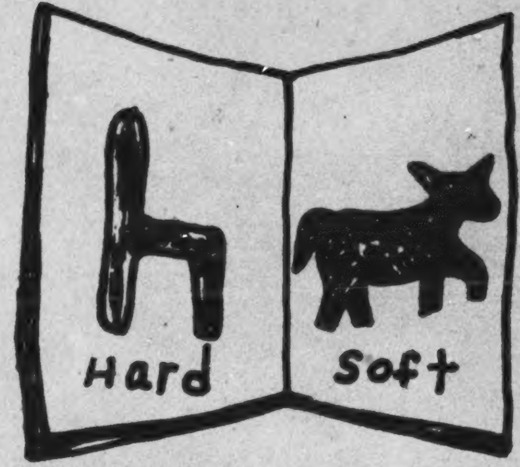
SHAPE PUZZLES--two CARDBOARD INLAY PUZZLES were cut out. A board with three CIRCLES was covered with bright CONTACT PAPER. A second board with three SQUARES was covered with bright CONTACT PAPER. The bright colored, shape puzzles stimulated visual perception of colors and shapes. Manipulation of the puzzles by the infant facilitated eye-hand coordination, and fostered form perception or shape discrimination. The mother was encouraged to make inlay puzzles of increasing difficulty by including two or more different basic shapes on the same form board. Basic shapes such as triangles, rectangles, diamonds, stars and hearts were suggested for later programming.

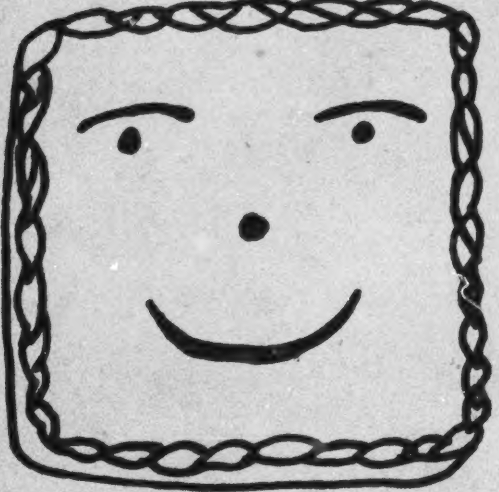
A BABY'S BOOK TO TOUCH--nine sheets of TAGBOARD (9" X 12") furnished heavy-duty pages for the construction of this handbook for an infant. Three holes were punched on the tagboard, and sheets of tagboard were fastened with YARN so that the mother could easily take the book apart or add more pages as the infant's discriminations and interests changed.

A packet including small samples of nine textures was distributed to the mother, along with ELMER'S GLUE and MASKING TAPE. The mother attached the textures to the sheets of tagboard. She was encouraged to provide the infant with opportunities for tactile discriminations, and to label texture concepts for him.

Pieces of PLYWOOD were "hard," whereas, pieces of COTTON and FOAM RUBBER were "soft." Pieces of CLEAR CONTACT PAPER or PLASTIC were "smooth," as opposed to a POTATO SACK which was "rough."

FEATHERS were "rough" and FUR was "smooth." A different kinesthetic sensation was experienced when the infant pulled a large, strong, RUBBER BAND that was stapled securely to one of the pages. Another page with an ARTIFICIAL FLOWER with PERFUMED COTTON on the back, provided an opportunity for olfactory perception. As the infant turned the pages and explored the different textures, the mother was instructed to name or label the child's perceptions. The infant, in turn was encouraged to repeat these words for language and concept development.

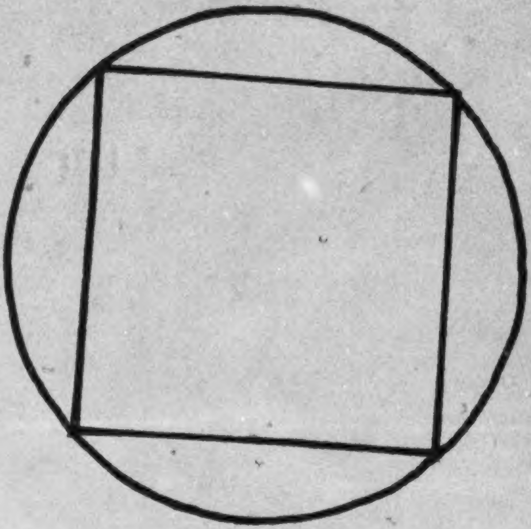


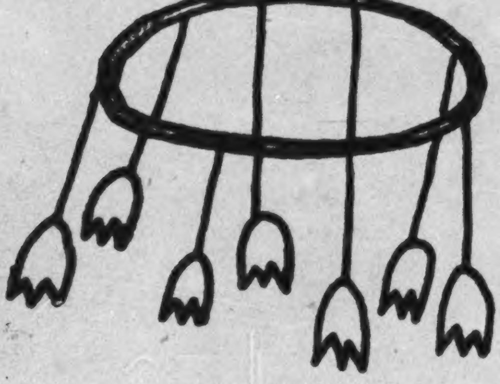


CUDDLY PILLOW--two TERRY CLOTH WASH CLOTHS (12" X 12") were sewn over an 11" X 11" piece of FOAM RUBBER. BRAIDING YARN was used as a colorful and an attractive way of encircling the pillow. Different colors of YARN were used to make facial features. The mother arranged the yarn on one side of the pillow, so that the pillow had "a happy face." The other side was given "a sad face." The mother was instructed to label affective concepts, "happy," and "sad," to promote early affective discrimination.

REFLECT MIRROR--was made by the materials specialist, using a piece of silver METALIC FOIL, a piece of CARDBOARD, MASKING TAPE and CONTACT PAPER. A circle of cardboard 6 1/2" in diameter was cut, and a 4 1/2" X 4 1/2" piece of metalic foil was cut from the roll. The foil was carefully taped to the cardboard. Contact paper was fitted over the edge of the foil, and on to the back side of the cardboard.

The reflect mirror was an unbreakable toy that the infant used to see a reflection of himself or some objects. The mother was encouraged to introduce this item to the infant and have him hold it close in order to see himself. Then she had him contrast the front side with the back side which provided colorful visual stimulation, but lacked the reflecting surface. She directed him as he held the reflecting surface over parts of his body or household objects to see how their reflections looked. After an orientation to the use of the reflect mirror, the mother gave the infant opportunities to use it in independent play and in self-directed experimentation.

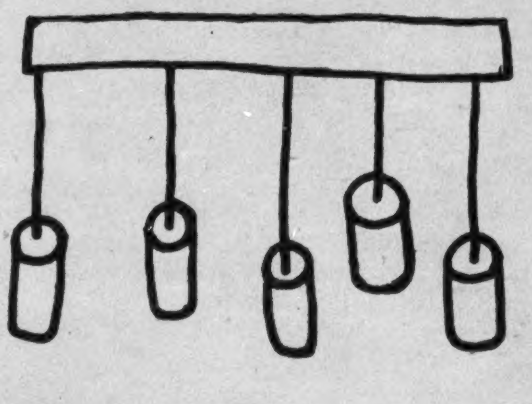


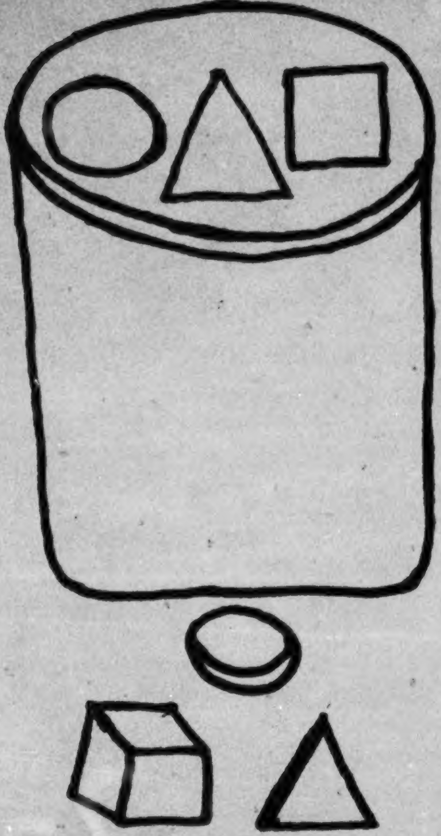


MOBILE--made by using the bottom of a STYROFOAM EGG CARTON, that was cut in the shape of a tulip. ELASTIC THREAD was used to hang each flower petal to a PIPE CLEANER circular frame. The mobile was hung over the infant's crib to provide visual stimulation, and to encourage eye movements and visual attention.

AUDITORY MOBILE--made by using JUICE CANS with BELLS inside.

Five or six JUICE CANS were filled with BELLS or other noise making items. Bells were secured inside by using MASKING TAPE and covering the cans with CONTACT PAPER. Cans were hung from a WOODEN FRAME with ELASTIC THREAD. This auditory mobile proved to be fragile, but was good when hung over the crib of an infant up to six months of age, and lightly tapped by an adult. With the infant past six months of age, the auditory mobile was a good room decoration to hang out of the infant's reach.





SHAPE CAN--was made by the materials specialist using a 3 lb. COFFEE CAN with a PLASTIC LID. Three shape openings were cut in the plastic lid, in the form of a circle, a square, and a triangle. Three tagboard shapes, somewhat smaller than each opening in the lid, were made. PAPER CLIPS were enclosed securely inside of some of the tagboard shapes. The mother presented one block with a paper clip, and one block without a paper clip to foster auditory discrimination.

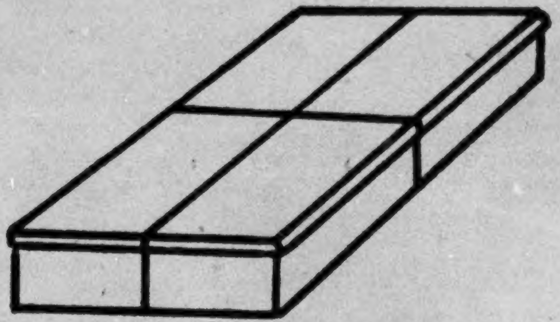
The infant was given opportunities to fit the shapes into the correct holes in the can to develop fine-motor coordination and to develop visual discriminations of shapes.

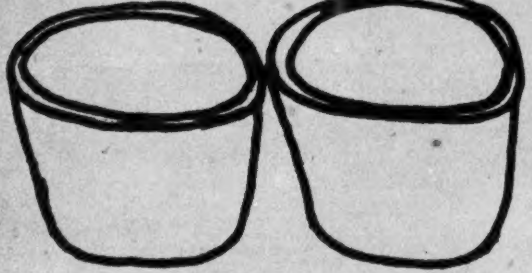
The circle, square, and triangle blocks were presented to the infant in sorting tasks to help him become aware of likenesses and differences in shapes.

All the blocks of one shape were presented to the infant in stacking activities, to help him see that the same type of blocks can be put together to make another, larger form.

STORAGE BOXES--four or six SHOE BOXES were covered with different colored CONTACT PAPER. Two or three boxes were placed on each side and attached with PIPE CLEANERS. Lids on the boxes were easy to put on and take off.

The storage boxes were used as a storage chest for toys, and as a special place for infants to keep their belongings and playthings. Older children used the boxes in activities to develop color concepts, and for sorting or classification of items and objects.



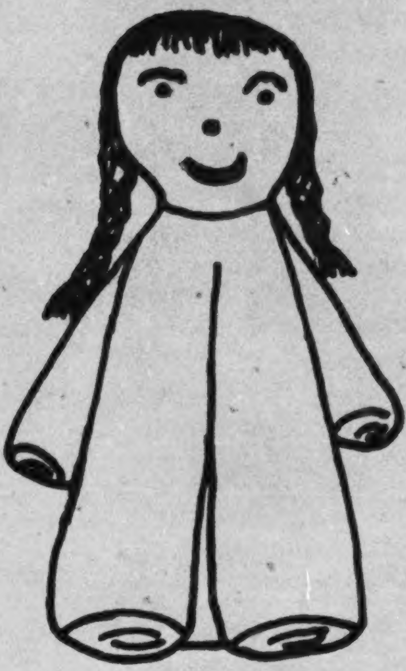


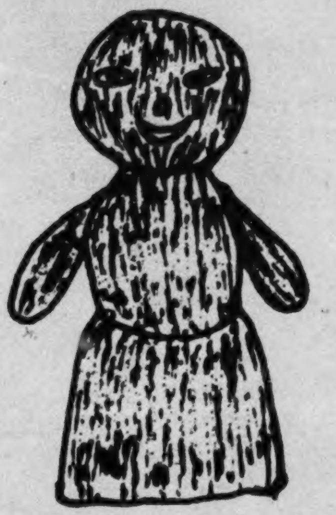
NESTING CUPS--two or more ALUMINUM BOWLS (oleomargarine containers) with PLASTIC LIDS were saved.

Cups without plastic lids were presented to the infant for nesting one inside the other. Cups with plastic lids were presented to the infant for stacking one on top of the other. Fine-motor development was fostered through fitting the cups and manipulating the lids. Subsequently the infant evidenced he had cognitive awarenesses of the cups, rather than physical and random responses to them.

SCRAP DOLL--a 12" X 12" piece of TERRY CLOTH was placed on a flat surface, then the left side and the right side of the terry cloth were rolled over four times until they met. The folded edges were held face down and folded back 4". Then the cloth was turned over. The top portion was squeezed to form a neck, YARN was wrapped around the neck to form a head, and the head was shaped. Arms were formed by spreading the sides of the roll. Different colors of YARN were used to make the desired facial features and hair. A BELL was sewn securely inside the doll.

The scrap doll was just the right size for the infant's hands to grasp and manipulate. The terry cloth texture of the doll encouraged use as a cuddle toy, and use in other personal-social development activities. The mother was encouraged to name the parts of the doll, and to have the infant to recognize the facial features of the doll.

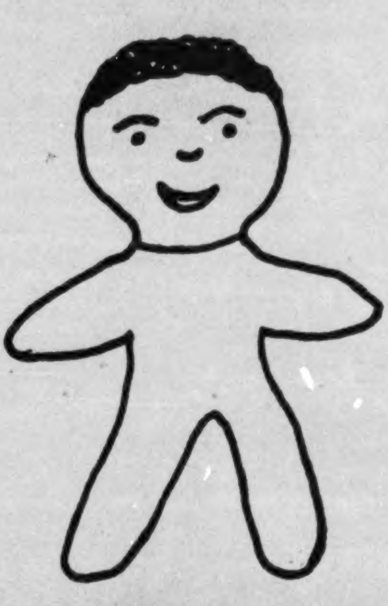


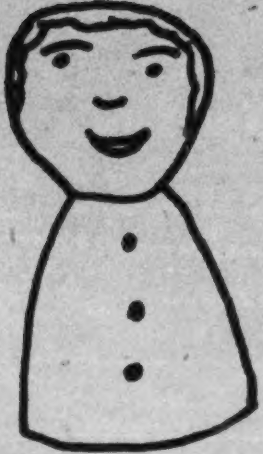


YARN DOLL--several strands of YARN were looped around a FOAM BALL. A head was formed by tying yarn at the shoulder. Two or more BELLS were fastened securely inside the doll, by knotting them onto strands of yarn. The yarn doll was grasped and shaken by the infant. The bell provided auditory stimulation and elicited attempts by the infant to localize the sound or to see what caused the bell to ring. It was also a plaything that the infant talked to and cuddled for language development and personal-social development.

SOCK DOLL--an old sock was stuffed at the toe and tied at the neck to form a head. The sock was cut on both sides and stitched in the shape of arms. Then the top of the sock was split in the middle to form legs. It was stuffed and stitched together. Facial features were sewn on the doll.

This sock doll was about the size of an adult's hand, and it was easy for the infant to carry around and to handle.

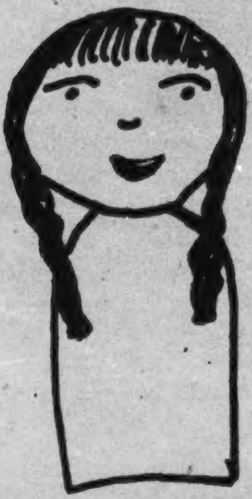


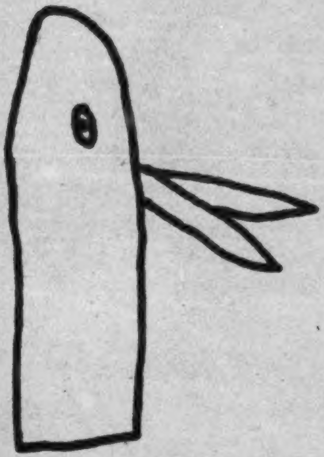


SOCK PUPPET--an old sock was stuffed at the toe and tied at the neck to form a head. The body of the puppet was formed by cutting the sock off at the heel. Facial features were sewn. The mother put her hand into the body of the puppet to make its head move. The infant got a thrill out of watching his mother make the puppet move and pretend that it was talking. Later the infant tried to imitate his mother's actions by putting the puppet on his own hand.

PEOPLE FINGER PUPPETS--a male and female finger puppet were made of bright green and bright yellow TERRY CLOTH. Eyes, nose, and hair were made of YARN, and each puppet had a red CLOTH mouth. The mother was encouraged to put a puppet on her finger, and converse with the infant, using simple words and short phrases.

Activities using the people finger puppets fostered language development and personal-social development of the infant. As the infant matured, he progressed with imitation, role playing, dramatization, and fantasy play.





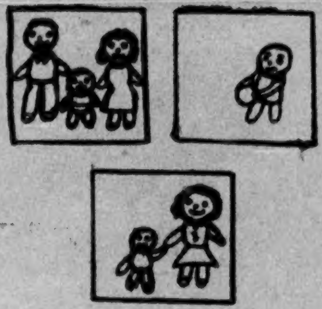
ANIMAL FINGER PUPPETS--brightly colored TERRY CLOTH was wrapped around a finger-sized cylinder of TAGBOARD. The seam was stitched, and two small pieces of tagboard reinforced terry cloth were attached to the body of the animal finger puppet. When these two pieces pointed outward, they formed the beak of a BIRD PUPPET. When the puppet was turned on the finger so that the two pieces pointed upward, they formed the ears of a RABBIT PUPPET.

The puppets were used to gain the infant's attention when he became bored with other toys. Later the infant imitated his mother by putting a puppet on his finger. Activities using the animal finger puppets fostered language development and personal-social development of the infant. As the infant matured, he progressed from imitation to role playing, dramatization, and fantasy play.

SNAPSHOTS AND PHOTOGRAPHS that were available in the home were used in a Naming Members of the Family Activity.

The infant was encouraged to name members of the family for personal-social and language development. His ability to recognize and identify a snapshot was evidence of an understanding that a picture is a representation of a real person, which is a very important early learning.

It was also noted that after watching persons on television, the infant sometimes made gestures or said words that indicated he recognized the picture of the TV star.



Vienna
Sausage
Dairy Dip

SMALL CAN (vienna sausage container) and a PLASTIC SPOON were paired and presented to the infant. The mother demonstrated ways that the infant could use the can and spoon in combination. Simple ways that the infant proceeded with motor imitation were through tapping, and stirring.

He learned to identify the spoon by use, and by name in the development of cognitive and language skills. The mother put small amounts of food in the can, and directed the infant in holding the spoon and using it for self-feeding.

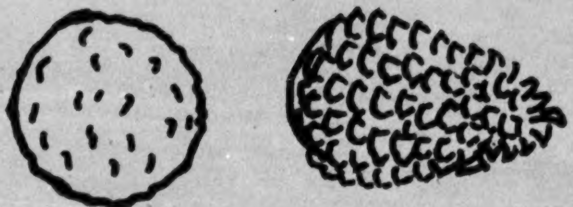
MATERIALS FOR TACTILE-KINESTHETIC DISCRIMINATION and TASTE-OLFACTORY DISCRIMINATION were demonstrated by the home visitor, and the mother was encouraged to use household items to develop concepts.

Texture concepts: Hard (ROCK) and Soft (COTTON) Smooth (PLASTIC) and Rough (PINE CONE).

Thermal concepts: Hot (WARM BOILED EGG) and Cold (ICE CUBE).

Taste discriminations: Sweet (CANDY) and Sour (SLICE OF LEMON).

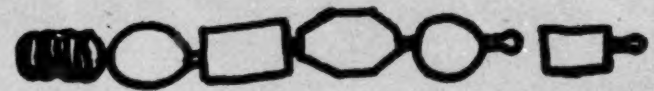
Odors: PERFUME and CAMPHOR on a piece of cotton.

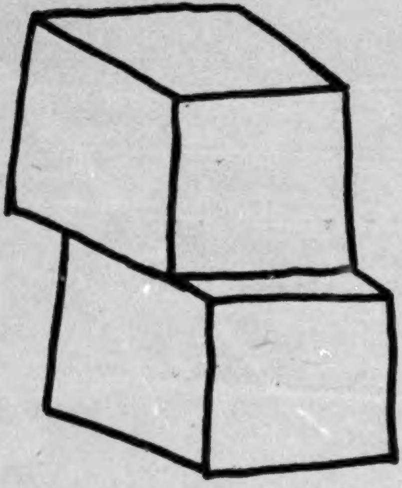


BALL–a small rubber ball, 3" in diameter, was easy for the infant to handle. The mother was instructed to involve the infant in activities such as throwing, rolling, and crawling to retrieve the ball. The home visitor also recommended the purchase of an inexpensive, larger ball, 7" or more in diameter, which the infant could learn to catch, kick, and use in play with others.

SNAP BEADS were of six colors and five shapes. Four or more were given to each infant, and the home visitor told the mother that if the infant's interest in and competence with the snap beads were great enough, she might make a purchase of an entire set of them.

The linking device of snap beads allows them to be snapped together and pulled apart. This plaything required precision of eye-hand movements, and decision of intentional actions. The mother showed the infant how to hook up the snap beads by using slow motions that permitted him to see what she was doing, and to attempt to imitate. Snap beads of two different colors were presented and grouped in two piles by the mother, to foster visual discrimination of colors.





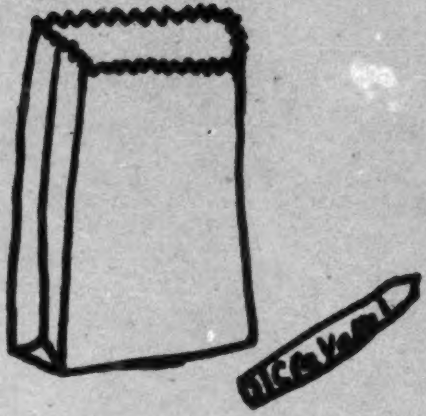
BLOCKS of two types were distributed by the home visitor. Four, five or six brightly colored wooden 1" CUBICAL BLOCKS, and later three 1 1/2" wooden A.B.C. BLOCKS were used by the mother and the infant.

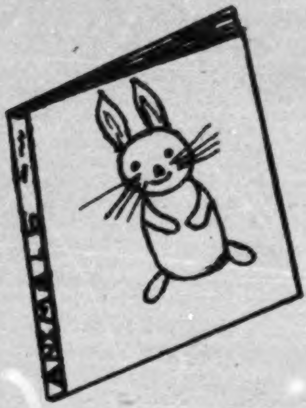
When the mother provided the infant with different size blocks, this gave him an opportunity to experiment with manipulations of large and small objects. It also allowed him to stack an assortment of blocks. The infant was directed in the imitation of vertical and horizontal formations with the blocks. He was encouraged to imitate the tower and the train that the mother made.

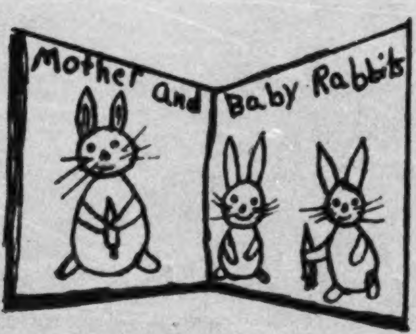
CRAYONS were non-toxic, in the eight basic colors of red, blue, yellow, green, orange, purple, brown, and black. They were purchased as Jumbo, Crayola Crayons, No. 80. The home visitor suggested that the crayons along with BROWN PAPER BAGS could be used for the infant's scribbling activities. The mother made lines and marks on the paper to get the infant to attempt this task, and she praised him for his successful attempts. Scribbling activities were conducted during each of the home visits, and the infant learned to produce vertical lines, horizontal lines, scribbles, and curves which are fundamental writing and drawing skills. Crayons and paper played very important roles in fostering fine-motor development.

The bright colors of crayons gave opportunities for visual perception and discrimination.

The mother was encouraged to put the crayons out of the infant's reach when a responsible person was not available to watch him.



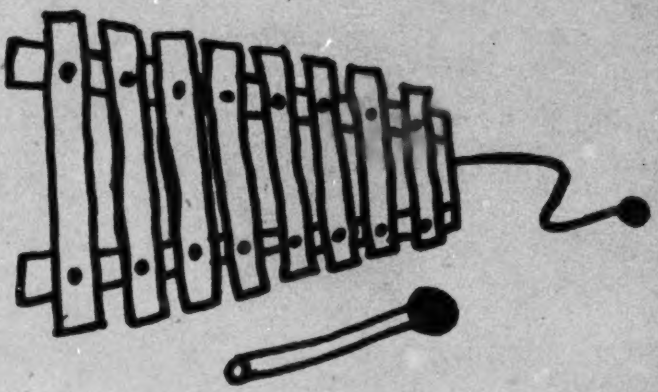




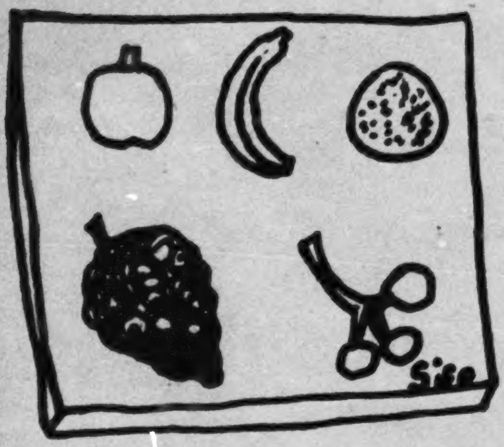
STORYBOOKS that were well-illustrated, commercially available ones were purchased and left in the home throughout the period of home visiting.

A book was an excellent single source of cognitive and language stimulation. Books were selected that had bright colors and familiar objects. The mother was encouraged to hold the infant in her lap and use one word in naming the objects, and short sentences in reading the book. Sometimes real objects were used along with objects pictured in the storybook. The mother encouraged the infant to say the name of the pictures as he looked at the book. Later on, when the baby learned how to turn the pages and respond to the pictures, he looked at a book alone. He evidenced good eye-hand coordination when he turned the pages in solitary play. When he turned the pages as his mother read the book, fine-motor as well as personal-social development was fostered. Please note the list of books that were found appropriate for use with infants, toddlers, and preschool children on pp. 56-59.

XYLOPHONE had eight brightly colored keys, with a wooden frame and a wooden mallet. It was on wheels, with a pull cord. It was used as a bang or hammer toy, a musical instrument, and a push or pull toy. When the infant was first presented the xylophone he involved himself in random hitting of the keys, and gradually he evidenced better eye-hand coordination. While hitting the keys the infant had opportunities for auditory testing and experimenting of the different sounds. The mother engaged in play with the instrument that sharpened the infant's auditory discrimination of volume that was loud (a hard hit) or soft (a light hit), and pitch that was high (the shortest key) or low (the longest key). The pattern or sequence of sounds of notes in a series, (such as "Three Blind Mice") became something that the infant recognized. Singing along with playing the xylophone notes of nursery rhymes, was recommended to the mother as a good way to foster the infant's language development. When the xylophone was pushed or pulled along the floor, this produced a musical tune. This was an auditory incentive for large muscle responses, such as crawling along and pushing the toy or walking along and pulling the toy.



INLAY PUZZLES of familiar objects with three, four or five pieces were left in some homes, especially for older children.
The infant fitted the puzzle pieces until he got them into the correct slots. After working the puzzle several times, his shape perception and memory lead him to quick success in working an inlay puzzle.
The combination of the mother's praise for the infant's successful work on the puzzle, and the puzzle's feedback to him that the puzzle piece was tightly fitted, provided positive reinforcement for the infant. The mother was also encouraged to name the puzzle object to the infant to develop his speech, and subsequently to ask the infant what the puzzle was when he completed it.



Things That Were Saved

Reusable things that may be available in the home or the community were very valuable in the construction of playthings and in the provision of play materials. Some things were easy to convert into a useable toy and other things were easy to present, as they were, in developmental activities. The home visitors helped the mothers to become more aware of the many learning opportunities to be found with household items and things that were saved.

A list of the things that were saved is presented along with an account of how they were used and why they were used. The materials specialist drafted a discussion of rules regarding the use of household objects and things that must be attended. One of the home visitors had occasion to make a presentation pertaining to one of the reusable materials, and how it might have influenced the development of a young child. The presentation of "The Key Ring Drama" is made to highlight the influence of saving and providing one reusable material for the infant.

List of Things That Were Saved

- Alarm Clock (an old, broken one)
- Bags (made of brown paper)
- Banana Box or Carton
- Bandage Can
- Baskets
  - (with a handle)
  - (small, plastic)
- Bottles
  - (distilled water, detergent, bleach)
  - (vegetable oil, shortening, detergent)
  - (detergent, shampoo, spice)
- Boxes
  - (large, strong cardboard)
  - (Small, cereal, crackers)
  - (cardboard, with lids)
- Broom Handle
- Buttons
- Cans with plastic lids
  - (3 lb., 5 lb., 10 lb.)
  - (peanuts, candy, hand cleanser)
- Cardboard
  - (from sturdy boxes)
  - (from shirt laundering)
- Cigar Box
- Clothes Pins or large corks
- Clothing (old, discarded)
- Coffee Cans
- Cooking utensils and
  - (unbreakable dishes, plastic silverware)
- Cotton
- Egg Carton
- Feathers
- Flour Sack (cloth bag)
- Fruit Juice Container (plastic)
- Gelatin Boxes
- Glove
- Handkerchief
- Hardware Store Items
- Hosiery or Stockings
- Ice Cream Package (plastic)
- Jewelry (old, carefully selected)
- Juice Cans
- Keys on a sturdy chain or cord
- Lids
  - (plastic)
  - (from jars)
- Magazines
- Matchbox
- Milk Cartons
- Oatmeal Box
- Oleomargarine Tub (aluminum, plastic)
- Paste Jar (plastic)
- Pocketbook or Wallet (old, discarded)
- Rolls (cardboard)
- Rubber bands
- Samples of Rugs and Wall Paper
- Salt Box
- Scrap Material
- Shoe Box
- Sock
- Spools
- Tissue Box
- Tobacco Can
- Trays (styrofoam, plastic)
- Vegetable Bag
- Vienna Sausage Can
- Wood
- Zipper

Things That Were Saved

ALARM CLOCK, an old and broken one, but the alarm would still ring. The mother was instructed to set the alarm, let it ring, and let the infant cut the alarm off. The infant learned of cause and effect. He explored ways of making things happen with the clock. When he turned the key on the back of the clock, the hands on the face of the clock moved.

BAGS made of brown paper, of all sizes.
Larger ones were used as a sheet of paper, when the bottom was cut out and the bag was cut lengthwise. Smaller bags were used as paper hats for the infant. Sometimes they were painted or prepared as face masks to go along with dress-up costumes or Halloween outfits.

BANANA BOX or CARTON, obtained from a produce company, a grocery store, or an ice cream dairy. It made a sturdy storage chest for small toys. It was portable, with hand slots at both ends, which made it easy for an adult to carry from room to room, or for an infant to drag across the room. Toddlers and older children selected toys from the box with which to play, and returned them to the container.

BANDAGE CAN or a **TOBACCO CAN** with a flip top lid was used for opening and closing. A toy was put inside the can, while the mother had the infant's attention. He was able to shake the can to determine that the toy was still there, and then he flipped the top to obtain the toy.

BASKET with a handle, in which produce comes, made a nice container for playthings and belongings, as well as an everyday carry-all. One mother used a produce basket to carry the infant's toys when they went from home for a visit or an outing. When it was decorated, it made an attractive basket for Easter or other special occasions.

BASKET that had contained small fruits or vegetables was used by the home visitor for hiding the toys at the beginning of the program, because the infant could see that the toy was underneath the basket. With guidance and success at removing this small obstacle, he learned a simple way of getting a desired object, or a means for achieving a desired end.

BOTTLE made of polyethylene or plastic, that had contained 16 oz. or 32 oz. of vegetable oil, shortening, or liquid detergent. Clear or brown ones were used to make a doll, and facial features and hair were added to the mouth of the bottle. Dress for the doll was optional. When desired, the bottle was covered with a dress or skirt of scrap material or crepe paper. One mother cut off a bottle down to its base to use as a flower vase.

BOTTLE made of polyethylene or plastic that had contained liquid detergent, shampoo, or spices. When the top was screwed tightly on the bottle, the infant had a floating bath toy. When the cap had been snipped with the scissors, and water was put in the bottle, the infant had a squirting water toy.

BOX that was large and made of relatively strong cardboard. The infant climbed in and out of it and gained increasing control over his large muscles. When a tunnel-like opening was cut out of a somewhat larger box, the infant progressed from crawling and turning about to kneeling and stooping. Toddlers and older children "played house" when a large box was made into a doll house, and this promoted personal-social development.

BOXES that were small, in which crackers and cereal were packaged. The lid of the cracker box made it interesting for the infant to open and shut. A cereal box often provided visual attractions, such as colorful toys pictured on the back of the box. The cardboard in the box was used as sturdy paper for a scribbling or drawing activity.

BOXES with LIDS made of cardboard. A slit was cut in the lid of a small cubical-shaped cardboard box, and the infant was given LARGE BUTTONS to drop in the box, which fostered his eye-hand coordination. Two or more of these boxes were nested or stacked. Larger cubical or rectangular shaped boxes were used in building activities by toddlers and older children.

BROOM HANDLE or MOP HANDLE made of wood. One mother sawed off pieces from the broom handle, sanded them, and gave them to her infant as durable pegs to be used with the "PEGG CARTON." Another mother constructed stick horses for her toddler and preschooler, using broom handles wrapped with rags to form the heads of the horses.

BUTTONS, large ones were put in the JUICE CAN RATTLE. The infant enjoyed dropping large buttons through a slit cut out of the lid of a small CARDBOARD BOX. Large ones were used with toddlers and older children in button stringing activities. They were pulled on to pipe cleaners, yarn, cord, elastic thread, rubber bands, or shoe laces.

CAN with a PLASTIC LID from a 3 lb. can of coffee, a 5 lb. can of lard, or a 10 lb. bucket of chitterlings. A SHAPE CAN was made from one. Those cans were sufficiently large to use for the storage of small objects and toys.

CANS with PLASTIC LIDS in which peanuts, candy, and hand cleanser were packaged. The infant manipulated these. He put lids on and off, he banged the smaller cans together, and he rolled the cans.

CARDBOARD from strong sturdy boxes was used to make cardboard INLAY PUZZLES, a REFLECT MIRROR, and cut outs of objects such as toys, dolls, or animals. Making and naming those objects for the infant made him familiar with labels for these items, and fostered language development. A piece of cardboard was also used as a screen while playing peek-a-boo with the infant or while hiding a toy from him. Cardboard was also used as a scribbling board, a mounting for pictures, and a backing for books.

CARDBOARD from commercial shirt laundering was sufficiently durable for scribbling and drawing activities.

CIGAR BOX with a flip-back lid. The mother used this as a container into which objects were put and the lid was closed quickly. In the pursuit of an object, the infant learned to open and close the box, and subsequently to hide the object and let his mother find it. A cigar box also made a sturdy pull toy when a string was attached to one end. It slid when the infant pulled or pushed it. When a cigar box was taped shut with masking tape, two or more of them were used for stacking and building.

CLOTHES PINS, especially all wood ones, were used for putting in and taking out of containers. LARGE CORKS were an inexpensive hardware store purchase that had the same use.

CLOTHING that was old and discarded. Infants, toddlers, and young children used old clothes as they pretended to dress-up, and involved themselves in other personal-social activities. The mother also used old clothing to make stuffed toys such as dolls and pillows. She removed LARGE BUTTONS and ZIPPERS.

COFFEE CANS (1 lb., 2 lb., 2 1/4 lb., and 3 lb.) with PLASTIC LIDS were multi-purpose items, for example, see page 17.

COOKING UTENSILS, UNBREAKABLE DISHES, and PLASTIC SILVERWARE that had been discarded. The mother provided these for the infant to manipulate and to use in imitative play. They fostered cognitive development by permitting the infant to experiment with different combinations of objects and different actions to perform on a single object. Round pans and bowls of different sizes were nested and stacked. Personal-social development progressed as the infant handled eating utensils with more dexterity and used them for self-feeding.

COTTON, a few balls saved from a discarded throw pillow, or from a box of cotton balls that the mother had in the home. Cotton was used in preparing one of the pages of "A Baby's Book To Touch." The mother was encouraged to let the infant hold cotton and feel it to become familiar with its soft texture. Tactile discriminations were possible when the mother presented the infant with cotton, as contrasted with WOOD.

EGG CARTON, made of cardboard or styrofoam. The materials specialist used a cardboard egg carton along with 3 TOILET TISSUE ROLLS to develop and construct a "PEGG CARTON." An egg carton was interesting for the infant to open and close. An egg carton along with medium sized spools was used in an activity for the infant to fit objects into the sections. A styrofoam egg carton furnished material for the construction of a MOBILE.

FEATHERS from old pillows. The mother stuffed cuddle toys that she made for the infant with feathers from old pillows. A single feather, when presented to the infant, was fascinating because of the way it floated and moved. He came to have a concept of its lightness, as he blew it and watched its course of flight--an early cognitive observation and awareness of weight.

FLOUR SACK (5 lb. or 10 lb.) or any CLOTH BAG. Cloth bags were thorougly washed. The bag itself made a drawstring purse for the infant or a carry-all that he enjoyed dragging around on the floor. The mother used material from the cloth sack to make doll clothing.

FRUIT JUICE CONTAINER made of plastic that had contained concentrated juice of orange, lemon, or lime. The infant grasped and handled it, and the colors, orange, yellow, or green provided visual stimulation. The shape, color, and size were an excellent representation of the real object, so the mother was encouraged to call the container by name, "orange," "lemon," or "lime" to promote the infant's language development. It was a "hard to squeeze" toy that older children used in water play.

GELATIN BOXES were used for random play, stacking, or quantitative activities. The mother was instructed to give the infant a choice between a group of two boxes, as opposed to a group of six boxes in discriminating between "few" and "many." When the infant chose only two boxes, the mother gathered up the six boxes saying, "mine," and let the infant handle his two boxes. A short time later she gave him another choice between two versus six boxes.

GLOVE, an old one, made a finger puppet or a dress-up garment. The mother used a white glove to make a puppet, by drawing a face on the finger tips of the glove. Infants and older children, of course, liked to put on a glove when pretending to dress-up.

HANDKERCHIEF, an old one, preferably a man's large handkerchief, was used for wrapping toys. The mother stimulated the infant's cognitive development by letting him find a hidden plaything. The home visitor told the mother to encourage the infant to turn and pull the handkerchief until he found the toy, and was able to see that he could bring it back into view.

HARDWARE STORE ITEMS such as a large nut and bolt, an electrical hand switch, and a metal tape measurer proved to be attractive to the infant, and within his ability to handle. The toddler imitated the actions that he had seen his mother perform on these items, and he developed better eye-hand coordination.

HOSIERY or STOCKINGS that had been discarded were soft stuffing for making a stuffed animal or a cuddly toy.

ICE CREAM PACKAGE made of plastic, with or without a lid, was a durable container. It was used for filling, dumping, and storing small objects and toys.

JEWELRY that was old was very discriminately selected for the infant to play with. For example, beads that met safety considerations (See p. 42) were presented to the infant. Infant girls imitated their mothers in sex role identification, toward their personal-social development.

JUICE CANS (6 oz. or 12 oz.) that had contained beverages became playthings, when JUICE CAN TOYS, JUICE CAN RATTLES, and JUICE CAN TELESCOPES were made. The materials specialist also used juice cans to make an AUDITORY MOBILE.

KEYS on a sturdy CHAIN or CORD, fondly called "a key ring," were fascinating in many ways to infants, toddlers, and young children. Please note an account of "The Key Ring" written by one of the home visitors on pp. 44-46.

LIDS made of plastic were used to make wheels for light weight push or pull toys, such as the WAGON PULL TOY.

LIDS FROM JARS of different sizes were used by the infant for types of fine-motor play. Two or more lids were banged together, and they were slid, rolled, and explored in independent play. The infant experimented with fitting and stacking the lids. During directed play, the mother was instructed to use lids from jars as small picture frames. She cut snapshots so as to fit the inside of the lids, presented each to the child, and called each person by name. This helped the infant and older children to recognize and name familiar persons who had been photographed. Pictures of objects from magazines were also encased in lids to single them out for identification by the infant and young children. The framing of an object or a person helped the child to perceive a single stimulus or item, apart from other objects or persons.

MAGAZINES, old ones with colorful illustrations. The mother was instructed to select a household magazine or one that had many objects that were part of the infant's everyday experiences. The mother was encouraged to hold the infant, and look at the pictures with him. She pointed to and clearly pronounced the name of an object for the infant, "Man," "Lady," "Car." Later she asked the infant, "Where is the object?" and she had him to point to the object. Finally, the mother pointed to an object and asked, "What is that?"

Clear, easy to recognize pictures of familiar objects were cut from magazines and used to make PICTURE CARDS and PICTURE BOOKS. After the infant had been introduced to pictures and magazines, and was oriented to the use of books, he was given an old magazine to look at by himself. He was able to turn pages, point to pictures, and spontaneously make sounds or say words to the pictures.

MATCHBOX, that was empty was used for manipulation and exploration. The mother presented the matchbox to the infant to "slide" open. It was sturdy so the infant did not crunch it with his hands, but learned to manipulate it until he succeeded in getting it "open." Some times an auditory incentive to open the matchbox was given by putting cereal in it, and rattling the box to let the infant hear that there was something inside. Infants enjoyed finding cereal that had been hidden and older children liked keeping their money in the matchbox.

MILK CARTONS of all sizes, 1/2 pt., 1 pt., 1 qt., 1/2 gal. and 1 gal. were used to make assorted sizes of blocks, by cutting cartons to the desired sizes, and covering them with contact paper. These blocks were used in building activities. Two or more large milk cartons were joined together with string to make a push-pull toy, which was called "a milk train."

OATMEAL BOX or a SALT BOX that was cylindrical was used as a drum. The top of the box was reinforced with sturdy cardboard or tagboard, and a stick or a spoon were used to beat the drum. The oatmeal box was also used as a container for filling, dumping, and storing small toys.

OLEOMARGARINE TUBS made of aluminum or polyethelyne with plastic lids. When the lids were put on the containers, the infant stacked them, and without the lids they were made NESTING CUPS. One of the oleomargarine tubs was used as a baby bowl, especially in training the infant to feed himself ice cream. A reusable aluminum oleomargarine container was filled with needles, thread, straight pins, safety pins and scraps of material, and distributed as a SEWING KIT.

PASTE JAR, or another jar made of plastic, with a screw top gave the infant practice in screwing the lid and unscrewing the lid to develop fine-motor coordination. When the mother made the first presentation of the jar, the top was barely screwed on it, and the infant made minimum contact with the lid, he succeeded in opening the jar to get cereal or another reward. The mother was instructed to put the top on just a little tighter as the infant became more skilled in removing the top. She discouraged his requests to her for help, and encouraged him to "open it," "turn it," and "get it." When the infant succeeded in unscrewing the top, he got the cereal, as well as a smile, applause, or words of praise from his mother.

POCKETBOOK or WALLET was used by the infant in dress-up play and other personal-social activities. Imitation by an infant girl of what she had seen adult women doing with pocketbooks contributed to her sex role identification, or to her learning "to do what Mama does." When there was space in the pocketbook or wallet, and there were snapshots of familiar persons among family and friends, the infant carried a photograph around with him. He learned that a familiar person, who is not present, can be represented by a picture.

ROLLS made of cardboard came from many sources including rolls of paper towels, wax paper, aluminum foil, clear wrap, contact paper, and toilet tissue. Cardboard rolls were used with an egg carton to make a "PEGG CARTON." Just as with the JUICE CAN TELESCOPE, the infant enjoyed simply looking through a short roll, and this involved focusing on objects, and finding objects in the room, as requested by his mother.

RUBBER BANDS, a large one was attached to one of the pages of "A Baby's Book To Touch." The infant learned of the stretchy quality of the rubber band. He was given a box with a large rubber band around it, as a two-step problem in getting something open. The mother demonstrated how to solve the problem, and the infant was given several opportunities to perform this task. The problem-solving and thinking involved stimulated the development of means of achieving desired environmental events and development of representation of means.

SALT BOX or an OATMEAL BOX that was cylindrical was used as a drum. The mother was told to be sure to remove the aluminum spout from the salt box.

SAMPLES of WALLPAPER and RUGS were sometimes available from dealers. When the mother showed the infant samples of wallpaper this provided stimulation and permitted discriminations. Wallpaper samples were prominent for the variety of colors and patterns for the infant to see and distinguish, to foster visual perception and discrimination. Some of the more expensive wallpaper in the samples had embossing which encouraged tactile discrimination. As the mother and the infant looked at each sample the mother guided him by saying, "See," "Feel," "Look." Samples of rugs were also interesting for the baby to touch, and the bright or dull and the light or dark colors offered him visual contrasts.

SCRAP MATERIAL, preferably color-fast material was used in the construction of cuddle toys, doll clothes, texture balls, texture mobiles, and the like. Scrap material was included in a SEWING KIT for the mother, and scraps of terry cloth were used to make a SCRAP DOLL. Scrap material provided the infant with many varieties of visual and tactile stimulation. Different solid colors of material permitted color discriminations. The designs and patterns were opportunities for perception of dots, stripes, plaid, prints, and checks. Figure-ground relationships on the material permitted fundamental visual pattern perception. Different textures in the construction of texture balls and texture mobiles included terry cloth, vinyl, velvet, corduroy, satin, and fake fur.

SHOE BOXES were used in the construction of a WAGON PULL TOY and STORAGE BOXES. A shoe box, like a CIGAR BOX, was a good container in which to hide an infant's favorite toy. The infant learned to lift off the top and find the hidden object. An infant put a shoe box over his face while hiding in peek-a-boo, and an older child put a shoe box over his head while playing cowboy--both times in the context of personal-social interactions and activities. Toddlers and older children used shoe boxes in building projects or construction activities.

SOCK, an old one, could be sewed to make a plaything. The materials specialist used old socks to make a SOCK DOLL and a SOCK PUPPET. One mother filled the foot of a sock with dried beans, cut it to size, and stitched it together to make a bean bag. The bean bag was fun for her infant to grasp and he perceived its tactile qualities and the sound of the beads inside. An older child in the same family tossed his bean bag into a shoe box.

SPOOLS, available from persons and businesses that do a lot of sewing, and in some households. The materials specialist prepared a COFFEE CAN with a PLASTIC LID with 2 SPOOLS, and she used a large spool as a knob for the WAGON PULL TOY. The infant was entertained when his mother or father used a large spool in a bubble blowing activity. He tried to catch the bubbles, and subsequently he imitated his parent in blowing bubbles. Several spools were good objects for the infant to use in random play or in directed activities. He put them in and out of a container in independent play, and he sorted them according to large or small size in a supervised activity. From three to twelve medium-sized spools were used in an activity for the infant to fit objects into the sections of an egg carton. Older children used spools of different sizes in a bead stringing activity.

TISSUE BOX, with a cut out opening for removing tissues, was used for putting in and taking out activities.

TOBACCO CAN or a BANDAGE CAN with a flip top lid was used for opening and closing. The mother got the infant to watch her as she put a toy inside the can, she closed the can, and shook it. The infant shook the can like his mother, determined that the toy was still there, and flipped the top to obtain the toy.

TRAYS made of styrofoam that vegetables come in, or plastic dessert trays that banana splits come in, became pull toys when a string was put on them. They were light weight and easy for an infant to pull across a table, as a way the infant learned to use a string to get something. Toddlers could load the tray with a can or a block and pull it across the floor, as an inducement for walking and gross-motor development.

VEGETABLE BAG, such as a 5 lb or 10 lb. sack of onions, or potatoes was used for carrying and storing toys. It was convenient to use this almost weightless bag to transport toys from house to house, or from home to an outing. The draw string could be tied to hold the toys securely inside, or it could be loosened to permit the infant to open and close the sack. A small piece of the potato bag was used as a rough texture in "A Baby's Book To Touch."

VIENNA SAUSAGE CAN was a small aluminum can with a plastic lining that was safe and practical. A major use was as a bowl, accompanied by a spoon, for the infant to practice feeding himself. It was also the smallest can in a nesting/stacking set.

WOOD, scraps of solid wood in cubical or rectangular shapes were used as building blocks. The rough edges of the scraps were sanded and the scraps were painted with non-toxic paint. A small piece of plywood was included on a page of "A Baby's Book to Touch."

ZIPPER, that was good, was taken from old clothing. Toddlers and other children practiced zipping and unzipping which was a necessary skill for eye-hand coordination and in proceeding with self-dressing.

Rules Regarding the Use of Household Objects and Things by Geraldine P. Brooks

Babies should be given an opportunity to explore because this is a great part of their growth and development. We should not hinder them, but babies at any age need plenty of supervision and observation in how and what is safe for them to play with. Therefore, we should be aware of these Safety Rules when allowing them to explore certain household objects.

Objects That Can Be Mouthed.

1. Buttons should not be used on stuffed animals or dolls because they can easily be pulled off and put into the mouth. Facial features sewn with yarn are a good substitute.
2. When making rattlers and noise making toys, be sure that the bell, paper clips, or whatever is fastened or enclosed is securely inside the container.
3. Since most babies will mouth objects or taste them, avoid letting them play with spools, crayons, and other small objects or toys without supervision. Be sure objects are too large for the baby to swallow.
4. All reusable containers should be washed thoroughly because remaining particles or solutions may be harmful if swallowed.
5. String should be tied tightly to objects so that it cannot be pulled off and put into the mouth.
6. Remove small tops from plastic containers before allowing babies to explore them.

7. Keep household cleaning solutions, medicines, and other lethal substances out of the reach of the baby and all children.
8. Baby should be in a safe place with safe objects and you may leave them with him for independent play.

Cans and Cardboard Boxes.

1. Be sure to examine the rim of cans for sharp edges. Some potato chip cans and some frozen juice cans have sharp edges.
2. Some cardboard boxes also have sharp edges and corners. They should be covered with masking tape or contact paper.
3. Check boxes for loose staples before allowing babies to play with them.

Plastic Bottles and Bags.

1. Hard plastic containers may be broken accidently, and this sometimes causes cuts.
2. Distilled water bottles and bleach bottles, when cut in half, have sharp edges. They should be covered with masking tape.
3. Plastic bags are very dangerous, and they must be kept out of the reach of babies and young children at all times.

Dyes and Paints.

1. Use color fast cloth in order to avoid harmful dyes.
2. Non-toxic paint must be used for all playthings and furniture for the baby.
3. Non-toxic crayons should be bought.

Water.

1. Avoid leaving cleaning solution or mop water standing in containers after it has been used.

2. Babies should not be left unattended during the bathing routine.
3. Avoid letting the baby come in contact with electrical appliances when his hands are wet or when he is playing in water.

General.

1. When making materials out of wood, be sure the edges are not splintery or rough, and sand if necessary.
2. Glass and breakable objects should not be given to babies as play toys. When the baby gets older, glass baby bottles should not be used. Unbreakable mirrors, made of aluminum are inexpensive and good substitutes for glass ones.
3. Remove from the baby's reach the things that you don't want him to get.

The Key Ring Drama* by Doris D. Outlaw

To every parent a baby is enjoyable and fun as he grows and responds to the everyday activities of his environment. This interaction creates a close and warm relationship between the baby and his family.

The process of learning begins with the process of living. The greater the interaction between the parent, the baby, and meaningful objects, the greater, and more enhanced the development.

The mother is the baby's first and best teacher. She teaches him how to use his body, how to learn language, how to build ideas, and how to develop good feelings toward himself and others. The extent of his learning depends on the degree of interaction which the mother is able to provide.

May we remind you how you might have used a "key ring" to pacify and teach your baby. Some of you might ask, "How did a key ring serve as an intellectual stimulant?"

First. With baby lying on his back fretting, you gently shook the key ring above and behind the baby's head. Suddenly the baby stopped crying, listened for the sounds, and turned his head to focus his eyes on the ring. This activity certainly stimulated the development and the use of his eyes, ears, head, and body.

Second. Upon recognition of the keys as the source of the soothing sound, definite attempts were made to reach up and grasp the ring. If success came, an expression of satisfied was noticed in the form of some verbal sound. This activity promoted eye-hand coordination and manipulative skills.

Third. After capturing the ring, it suddenly became an interesting possession which the baby grasped, shook, dropped, retrieved and mouthed. Noticeable was the thrill of repossessing the keys after dropping them. This independent, self-service, type of activity and experiment can well be classified as cognitive functioning.

Fourth. With the possibility of a strong reaction from the baby at this stage of development, you might have issued a firm request for the keys. The baby did or did not release the ring voluntarily. He tightened his grip with a pull-type of muscular response, or he released it in defeat. In contrast, with an extended hand and a pleasant request, "Let go," "Give mommie the key," "Let mommie have the keys," etc., a happy positive response might have occurred. However, the episode ended--in defeat or in victory, your language to him helped his verbal and speech development, and the give-and-take between the two of you, fostered his personal-social development.

Fifth. Social maturity of the baby was enhanced by the key ring. The association of the key ring to meaningful adventures gained momentum from infancy to childhood. He remembered the jingling sound being soothing to his ears, and he remembered how interesting the ring was to manipulate. He also remembered developing schemata of how to retrieve the ring by himself after his calls for help had failed. He later learned to count and to distinguish between the sizes and shapes of the keys on the ring. A great advancement in his social maturation was evident and maintained throughout. For example, he experienced the frustrating anger of not always being able to retrieve the ring, or the anticipation of some exciting event associated with keys such as opening locks to treasure chests of toys, the unlocking of doors leading to inside goodies or outside adventures, or turning on ignitions to start automobiles that would run and take him on a joy ride to a world of fun and fantasy.

A child who has been involved with a key ring has had fascinating experiences. If he has been free to explore in a positive manner, he grows to respect help and learns the wonderful purposes of unlocking doors to total development. In his mind, he will reflect back to early childhood and the fascinations which keys gave him. They include responses, reactions, sensory experiences in hearing, seeing, feeling, and tasting, as well as grasping, retrieving, counting, identifying, manipulating, coordinating, crying, laughing, pacifying, crawling, pushing, pulling, walking, running and developing a self image while reacting to himself and others.

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* This presentation was prepared by one of the home visitors to remind parents about their child's early development. It was delivered at the DARCEE Early Training Center II on November 13, 1969.

Things That Were Multipurpose Purchases

The Selection and Purchase of Materials

In the selection of materials for all twenty homes, the purchase and distribution of seven inexpensive or multipurpose items was mentioned on pp. 29-31. BALLS, SNAPBEADS, BLOCKS, CRAYONS, STORYBOOKS, the XYLOPHONE push or pull toy and INLAY PUZZLES were effective in favorably influencing gross-motor, fine-motor, cognitive, language, and personal-social development.

The selection of materials was made with regard to areas of infant development, and particular attention was given to kinds of toys in an Inventory of Home Stimulation (Caldwell, Heider & Kaplan, 1966). They assumed that "the development of a young child is fostered by access to certain kinds of play materials (p. 3)." Infants under one year of age need: a mobile, a rattle, a responsive toy, a fit together toy, fill and dump toys, and a stroller or walker. Children between one and two years of age should have access to: a rhythm toy such as a rocker or a rocking horse, a ride toy to scoot with their feet, building toys, a bang or hammer toy, a child-sized table and chairs, and a household record player with children's records. Children up to two years of age need: a push or pull toy, a stacking or nesting toy, children's books of cloth, cardboard, or heavy paper, and a cuddle toy. Attention was given to a variety of playthings for infants between seven and eighteen months of age.

The DARCEE Infant Study was primarily concerned with the selection and purchase of materials that would implement the skill objectives of the program. Multipurposed or versatile materials were acquired. Toys were evaluated in terms of: cost, serviceability, and availability. Purchases were reasonable as opposed to expensive, and many toys were purchased at a cost less than the expense of duplicating an item at home. Toys purchased were considered heavy-duty, safe, and serviceable or developmentally appropriate, over a reasonable period of time. The staff as well as parents were able to locate and obtain items locally, in supermarkets, five and ten cents stores, and discount stores.

A Card File of Items

During the conduct of the DARCEE Infant Study, the staff found it helpful to maintain an alphabetized index card file with information on commercially available materials. This card file of items proved to be a convenient inventory and a ready reference. It provided reminders for staff members and it gave input to other interested persons.

Each 5" X 8" item card provided summary information on a toy. The materials specialist and other staff members prepared each card to provide the following information:

Item -- the name of the toy.

Ages -- age range for which the toy is appropriate.

Manufacturer -- the company that makes the toy.

Price -- the cost of the toy.

Classes -- general areas of development that the toy can favorably influence.

Purpose -- specific objectives in selecting a toy.

Description -- the features of the toy.

Installation or Operation -- instructions for setting up or making the toy work.

Suggested Activities -- specific involvements with the toy to promote areas of development.

When available, a picture of the toy was cut from a catalog and pasted on the back of the index card. Elaborated information or additional suggestions for a particular toy were placed on a second index card and stapled to the original item card.

The form used for the item cards and a sample item card prepared by one of the home visitors are presented on the next page.

Item:

Ages:
Manufacturer: 50
Price:

Classes:

Purpose:

Description:

Suggested Activities:

Other Suggestions:

Item: Dolls

Ages: 6 months - 4 years
Manufacturer: Homemade/Commercial
Price: Less than $2.00

Classes:
1. Language Development
2. Personal-Social Development
3. Cognitive Development

Purpose: The doll was used for (1) verbal interaction between the mother and infant. (2) Naming parts of body, using doll as role-model for personal-social development. (3) Using doll to demonstrate manipulative skills.

Description: White and brown complexion dolls with hair. Dolls were of both sexes and of different sizes. They were outfitted in regular clothing including shoes and socks.

Suggested Activities: Language Development: mother singing nursery rhyme, "Rock-a-bye baby" while infant cuddles doll. Encouraging infant to name parts of body.
Personal-Social Development: fantasy play; feeding doll as infant feeds himself; dressing doll.
Cognitive Development: ability to follow simple directions and respond to requests. Example: "Put the doll in the chair" and "bring me the doll."

Other Suggestions: Use doll as a "motivator" to encourage infant's performance during activities. Example: "Watch the baby stack the blocks. Now you stack the blocks."

Field-Testing the Multipurpose Purchases

The home visitors carried selected commercially available toys into each home. Toys used most frequently and most effectively included: a "Busy Box," plastic animals, cars, and trucks, dolls, a squeak football, "The Three Bears House," the "Milk Wagon," a steel mirror, the "Peg Bus," a pounding bench, stacking disks, a play telephone, and a wind-up toy. The toys were used to implement the objectives of the home visit, and a rotating system was established to leave toys in the home between visits for one week.

During the home visit, each mother was instructed in ways of introducing and demonstrating a toy for the stimulation of her infant. She learned about involving him with a toy, motivating him, and sequencing activities for him. Verbal motivators given by some of the mothers are presented on page 69. The mother was also guided in making provisions for the infant while she was busy with household chores, and in monitoring the independent play of the infant with the toys.

The home visitors reported that some of the toys carried in and used during a visit with an infant were already in the home. They had been purchased for an older sibling but many times were not used by either child. After the home visitor pointed out the potential uses of the toys, the mother became more aware of effective uses of them.

Toys were left in a home as part of a weekly assignment for the mother and infant (as shown in the Chart on page 66). When the toys were left in a home between visits this gave the mother opportunities to observe her infant at play with a toy, and a basis for deciding on the selection and purchase of that toy for the infant. Sometimes the mother was surprised at the infant's delight from and competence with a particular toy, and other times she was not surprised. Rather the infant's positive involvement with a toy gave her positive reinforcement for her preliminary judgment that the toy would be good for her child. Occasionally a mother was disappointed at the disinterest of the infant with a toy or his inability to handle the toy.

After the mother had observed and evaluated her infant's play with a toy for one week, she and the home visitor discussed her conclusions. When a toy seemed to be a reasonable provision for the infant, the mother was encouraged to make or buy the toy. In some cases the mother made a suggestion to the father, a relative, or a friend for the purchase of the "sure to please" toy. The home visitors reminded all mothers that different kinds of playthings should be available to infants, so that the infants' toys would fall in different classes, such as toys to ride, to bang, to stack, to hear and to cuddle.

The last home visits of the DARCEE Infant Study were made in November, 1970. After the nine months of involvement with the project the mothers made careful and reasoned choices of commercial toys for their infants. Some shopped for discount toys and others planned for lay-away purchases, with equal attention to the appropriateness of an item for their infants. The Christmas, 1970, purchases made by the families, in general, were good choices of materials for child development.

List of Things That Were Multipurpose Purchases *
(Used With Infants from 7 to 18 Months of Age)

Activity Boards ("Busy Box," "Surprise Box") permitted many fine-motor manipulations and contributed to cognitive development.

Balls*

Blocks*

Building Toys (Large Blocks, Boards) were purchases that promoted the gross-motor development of toddlers and their older siblings.

Crayons*

Crib Toys (Rattles, Squeak Toys and other Responsive Toys) were recommended for the independent play or the autotelic stimulation of young infants.

Dolls (Cloth, or Rubber) with distinctive, realistic features (See Sample Item Card on page 50).

Form Sets ("The Three Bears House," "The Postal Station") combined solid shapes and basic colors to permit shape discrimination and object sorting tasks.

Inlay Puzzles*

Jack-in-the-Box, musical, with a crank, permitted auditory stimulation and anticipation, as well as an understanding of cause and effect.

"Milk Wagon" was a pull toy; the infant put caps on the milk bottles, put milk bottles in the carton, put carton in the wagon; color discriminations of white, brown, and orange bottles representing dairy products; and opportunities for dramatic play.

Mirror, unbreakable, made of steel or aluminum with a hardwood frame sold for less than $1.00.

Mobile for infants beginning at three months of age.

Musical Toys that have a chime mechanism, a music box, or keys (Roly Poly, Jack-in-the-Box, Xylophone).

"Peg Bus" was a pull toy that required precise fitting of pegs in the holes.

Pounding Bench was a bang and hammer toy that facilitated eye-hand coordination, and permitted energetic play.

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* Please note pp. 29-31 for statements about these purchases.

Plastic Animals (Dogs, Cars, Ducks), Plastic Cars and Trucks, Plastic Household Furnishing and other representative toys facilitated motor and verbal imitations.

Records for children and access to a record player promoted language development.

Rhythm Toy (Rocker, Rocking Horse) were recommended for self-stimulating activities that fostered gross-motor development.

Ride Toy that moved when the infant scooted it with his feet was the most popular Christmas purchase made by the parents for the toddlers.

Roly Poly or another Responsive Toy that provided music and did something when the infant did something stimulated the cognitive development and the fine-motor coordination of the infant under one year of age.

Snapbeads*

Stacking Disks (Polyethelene or Hardwood) combined graduated sizes and basic colors in promoting fine-motor skills and subsequently in facilitating size discriminations.

Storybooks*

Table and Chair that were child-sized were purchases that were useful in a variety of activities for young children from one to six years of age.

Telephone made of polyethelene, the size of a real one, sold for less than $1.00. It proved to be a versatile and durable purchase. "Chatter Telephones" were found in several homes and they stimulated infant development.

Water toys for bath and outdoor play, including Sponges and Rubber or Plastic Animals were very inexpensive and delightful.

Wind-up toy or another Mechanical Toy with a key was used to regain an infant's attention during the home visit activities or for the development of causality.

Xylophone*

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* Please note pp. 29-31 for statements about these purchases.

Books Appropriate for Infants, Toddlers and Older Siblings

A book was an excellent single source of cognitive and language stimulation. Books that were purchased were carefully selected. The first books that were introduced to the infants were well-illustrated with bright colors, familiar objects, and, in some cases, pages with things to touch. The first storybooks that were recommended had a short, action-oriented, text and pictures of animals or everyday objects and activities. The home visitors helped the mothers develop skills in reading books to infants and young children. Please note some of the procedures in the selection and use of STORYBOOKS on page 30.

The materials specialist referred to each of the books that was maintained during this project. She recorded information that was given in each book regarding the title, the author, the publisher, the date of publication, and the price of the book. Then the materials specialist prepared the list and chart of books that is presented on the following pages.

List of Books Appropriate for Infants and Toddlers

Title	Author	Publisher	Date of Publication	Price
A Baby's Book to Touch	Geraldine Brooks	DARCEE	1970	Developed
Animals		Cloth Book		2.00
Animal ABC	Celestino Piatti Jon Reid	Atheneum	1965	
Animal Friend		Cloth Book		1.25
Animal Land		Froebel Kan Co.	1966	1.00
Animal Talk to Me	Sue Mason	Rand McNally	1966	.19
Animal Panorama				1.25
Ask Mr. Bear	Marjorie Flack	MacMillian	1932	
At Debbie's House		Judson Preschool		.59
Baby Animals		Froebel Kan Co.	1966	1.00
Baby Farm Animals	Garth Williams	Golden Book	1959	
Baby's First ABC		Platt & Munk		1.25
Baby's First Book		Platt & Munk		1.50
Baby's First Counting Book		Platt & Munk		.50
Baby's First Toys		Whitman	1969	.29
Baby's First Mother Goose		Platt & Munk	1966	.50
Baby Farm Animals		Golden Press		1.00
Baby's Things		Platt & Munk	1966	.50
Baby Toys A Real Cloth Book		Whitman	1966	.29
Baby's Own Book		Cloth Book		1.25

Title	Author	Publisher	Date of Publication	Price
Best Word Book Ever	Richard Scarry	Golden Press		
Beautiful Birds		Froebel Kan Co.	1966	1.00
Bouncing Bear	Dilys B. Laing	Rand McNally	1965	.19
Bubble Fun		Platt & Munk		1.50
Come Walk With Me		Playskool	1964	1.00
Farm Friends		Froebel Kan Co.	1966	1.00
First Pictures	Dick Bruna	Creative Playthings	1969	2.00
Giant Nursery Book of Things That Go		Doubleday		
Go Dog Go	P. D. Eastman	Random	1961	
Golden Shape Book		Golden Press		
Grandfather and I	Helen E. Buckley	Lothrop	1959	
I See		Cloth Book		.29
In the Forest	Marie Hall Est.	Viking	1944	
Jack & Jill and other Nursery Rhymes	Leaf, Anne S.	Rand McNally		.29
Little Auto	Lois Lenski	Walck	1934	
Look and Learn Library	Richard Scarry	Golden Press		3.00
Mommy Come for Me	Jewell Wells Nelson	Broadman		1.35
Mother Goose		Wonder Book		.35
My First Zoo Book	Andy Cobb	Rand McNally	1952	.19
My Toys		Playskool	1964	1.00
Noah's Ark	Dorothy Bell Briggs	Rand McNally		.19

Title	Author	Publisher	Date of Publication	Price
Now I Am Two	Ryllis E. Linday	Broadman Press		Board .60 Cloth 1.35
Pat the Bunny	Dorothy Kunharod	Golden Press	1940	2.50
Picture Book	Beulah Hardge	Beulah Hardge	1970	Developed
Playful Pets		Froebel Kan Co.	1966	1.00
Playful Puppies		Froebel Kan Co.	1966	1.00
Playful Kittens		Froebel Kan Co.	1966	1.00
The Busy Family	Carol Woodard			2.25
The Rabbit	Dorothy L. Suymour	Wonder Book		.50
The Real Mother Goose	Fisher Wright	Rand McNally	1944	
The Golden Goose Book	L. Leslie Brooke	Warne	1905	
The Story of Little Jack Horner	Helen Wing	Rand McNally	1963	.15
The Touch Me Book		Western Publication	1961	2.50
The Youngest Book of Animal Babies	Robert Broomfield	The Bodley Head L.T.D.	1968	1.00
The Youngest Book of Indoors	Maureen Roffey	The Bodley Head L.T.D.	1968	1.00
Timothy the Little Brown Bear	Jane Flory	Rand McNally	1969	.19
The Youngest Book of Out-of-Doors	Maureen Roffey	The Bodley Head L.T.D.	1968	1.00
The Youngest Book of Toys	Robert Broomfield	The Bodley Head L.T.D.	1968	1.00
Things to See		Platt & Munk		1.50
Where's My Baby	H. A. Rey	Houghton Miffin Co.		

Title	Author	Publisher	Date of Publication	Price
Wild Animals		Froebel Kan Co.	1966	1.00
Words	Selma Lola Chambers	Golden Book	1948	.29
Words Most Frequently Heard by Infants	Doris Outlaw	DARCEE	1970	Developed

List of Books Used With Older Siblings

Title	Author	Publisher	Date of Publication	Price
A Story About Me	Norma Knoche	Whitman	1966	.39
All in a Days Work	Carolin D. Emerson	Wonder	1964	.35
Bedtime Stories	Miriam Clark Potter	Rand McNally	1969	.19
Belling the Cat	Leland B. Jacobs	Golden Book	1966	.39
Cross Patch	Helen and Alf Eners	Rand McNally	1964	.25
Davy's Wiggly Tooth	Marion Borden	Whitman		
Fireman Joe	Virginia Hunter	Rand McNally Junior Elf	1969	.19
Feed the Hippo His ABCs	Richard Scarry	Golden Press		1.25
Hello Joe	Ruth Sempel	Whitman	1961	.19
Hey Let's Go	Joan Potter Elwart	Whitman	1966	.35
Jiggers	Joy Muchmore Lacey	Rand McNally Junior Elf		.15
Johnny Appleseed	Solveig Paulson Russell	Whitman	1967	.19
Little Duckling	Helen Wing	Rand McNally		.19
Little Red Hen	Ruth Bendel	Rand McNally		.15
Myrtle Turtle	Diane Sherman	Rand McNally	1961	.15
Nancy Plays Nurse	Diane Sherman	Rand McNally		.25
Old Gray and the Little White Hen	Paul Francois	Golden Book	1966	.39
Pear Shape Hill	Irving A. Leither	Golden Book	1960	.39
Peter and the Wolf	Prokofleff, Serge	Alfred A. Knopf		
Peter Pan and the Policeman	Catherine Stahlman	Rand McNally	1963	.15

Title	Author	Publisher	Date of Publication	Price
Picture Dictionary	A. Y. Bennett	Golden Rule		4.95
Tag Along Shadow	Ruth Rosamond Mac Pherson	Whitman		.39
The Golden Goose	The Brothers Gimm	Golden Book	1954	.29
The Baby Animal Dress-up Book	Joan Allen	Platt & Munk		2.00
The Little Boy from Shickskinny	Frank Anders Eilee Daly	Whitman	1965	.39
The Make Believe Parade	Jan Margo	Wonder		.29
The Mulberry Bush		Rand McNally		.19
The Rabbit Gives A Party	Lucie Dermine	Wonder Book	1963	.29
The Runaway Kangaroos	Eliza Lewis	Rand McNally	1959	.15
The Saggy Baggy Elephant	K. B. Jackson	Golden Book	1947	.29
The Whale Hunt	Jane Werner Watson	Golden Book	1960	.39
The Wolf and the Kidds		Golden Book	1966	.39
The Wonderful House	Margaret W. Brown	Golden Book	1960	.39
Three Bedtime Stories	William Garth	Golden Press		.29
Toby	Jane Shearer Moore	Rand McNally		.19
What's for Breakfast	Irma Wilde	Wonder		.35
Who Ever Saw	Sally Simpson	Bonnie Book	1962	.29
Who Will Play With Me	Margaret Sutton	Wonder Book	1951	.35

Chapter III

Materials in the Home Visiting Program

This chapter presents *materials distributed by the home visitors*, *assignments made by the home visitors*, *verbal motivators given by the mothers*, and *illustrations from Home Visiting with Mothers and Infants.*

Materials Distributed by the Home Visitors

Materials distributed by the home visitors included: playthings developed by the materials specialist using reusable and inexpensive items, packets for the construction of playthings by mothers, reusable items, inexpensive or multi-purpose toys, and items with general utility. Descriptions, uses, and purposes of each of the materials can be found in Chapter II.

The materials were distributed during twenty-four home visits which had been divided into six blocks or six sessions. The order in which materials were carried into the homes is presented on the list. The distribution of materials corresponded with the emerging interests and skills of the infants. Packets for the construction of playthings by mothers were carefully sequenced. The materials made by the mothers progressed from simple to more difficult to construct items, and from structured or patterned items to those which presented more creative opportunities in the making of playthings.

While distributing the materials, the home visitors made the mothers aware of many learning opportunities to be found with the materials and toys. The mothers were able to see *what* materials could be used, and more significantly, *how* they could be used, and *why* they should be used.

List of Materials Distributed by the Home Visitors

Session I.

STENO-PAD, a Stenographer's Notebook, or a 6" X 9" Tablet with 90 sheets of paper.
"Mother's Report"--entries of the infant's behavior and development.
"Assignments"--the home visitors suggested activities between visits.
Steno-pads were reviewed periodically, and additional ones were distributed, as needed.

PERMA-PAK STORAGE FILE, a 16" X 12" X 10" two-toned green cardboard box with a lid.
--A place recommended to keep toys; "a special place to keep toys and treasures."

SEWING KIT, a reusable ALUMINUM BOWL with a PLASTIC LID (an oleomargarine container), containing NEEDLES, THREAD, STRAIGHT PINS, SAFETY PINS, and SCRAPS OF MATERIAL.

Materials for the preparation of FOAM BLOCKS.

SMALL CANS (6 oz. juice cans) covered with CONTACT PAPER.
(See JUICE CAN TOY and JUICE CAN RATTLER.)

CANS with PLASTIC LIDS covered with CONTACT PAPER (1, 2, and 3 lb. coffee cans).

BALL, 3" in diameter, a small red rubber ball that the infant could handle.

CRAYONS (Jumbo, Crayola Crayons, No. 80) were used in scribbling activities, and the home visitor suggested that paper could come from BROWN PAPER BAGS.

BOOKLETS for Parents by Ross Laboratories, Columbus, Ohio, 43216.
"How to Be a Parent and Like It" (1601.05, March, 1969)
"Feelings of Conflict in New Parents" (1601.16, January, 1969)

Materials for the preparation of PICTURE CARDS.

Miscellaneous materials were provided by the home visitor, throughout the six sessions of home visiting. PLASTIC BOWLS, LARGE and SMALL CANS, MAGAZINES, EGG CARTONS, etc. were distributed when they were not available in the home.

STORYBOOKS were left in each home or loaned on a short-term basis for infants and their older siblings for all six sessions of home visiting.

Session II.

Materials for the preparation of a STUFFED ANIMAL (bear, dog, cat).

TAGBOARD BLOCKS.

Session III.

SNAP BEADS.

SMALL CAN (vienna sausage container) with a PLASTIC SPOON.

"TOTEM-ALL."

Materials for the preparation of a WAGON PULL TOY.

Materials for the preparation of a PICTURE BOOK.

Session IV.

Materials for the preparation of a TERRY CLOTH DOLL.

Materials for Tactile-Kinesthetic Discrimination and Taste-Olfactory Discrimination were demonstrated and the mother was encouraged to use household items to develop concepts.

SNAPSHOTS and PHOTOGRAPHS that were available in the home were used in a naming members of the family activity.

1" CUBICAL BLOCKS.

1 1/2" ABC BLOCKS.

COFFEE CAN with PLASTIC LID and two SPOOLS (a large one and a small one).

SIFO INLAY PUZZLES were left in some homes, especially for the older children.

Session V.

COFFEE CANS OF GRADUATED SIZES with PLASTIC LIDS.

XYLOPHONE PULL TOY.

"PEGG CARTON."

Session VI.

Materials for the preparation of "A Baby's Book to Touch."
Materials for the preparation of a CUDDLY PILLOW.

CARDBOARD INLAY PUZZLES.

Assignments Made by the Home Visitors

The home visitors made assignments of activities to be conducted between visits. These activities were based on the objectives of the home visits. Assignments were seen in relationship to gross-motor, fine-motor, cognitive, language, and personal-social development. Involvement with specific toys and materials is suggested in most of the assignments. The home visitors share with the reader the chart of "Assignments Made by the Home Visitors" on the next two pages because these proved to be effective and meaningful.

ASSIGNMENTS MADE BY THE HOME VISITORS

Gross-Motor	Fine-Motor	Cognitive	Language	Personal-Social	Specific Assignments for Mothers
Pull or push the toy.	Scribbling (weekly).	Allow opportunities for free play with blocks.	Use words while looking in mirror: "See baby." "Pat baby." "Wave to baby." "Kiss baby."	Hold mirror so infant can see himself.	Read all available information pertaining to infant and child development.
Encourage infant to roll over from flat of back to upright position to obtain toy.	Putting in--taking out objects from can.	Shake bell blocks.	Use one word when naming objects on picture cards.	Play with doll.	*Make picture cards.
Allow infant opportunity to sit alone.	Use cup and spoon.	Practice fitting snap beads together.	Sing nursery rhymes.	Cuddle stuffed animal.	*Cover foam blocks with terry cloth.
Encourage infant to pull up, crawl and walk.	Look at picture book, turning pages.	Stack blocks: tower 2 - 3.	Talk about objects in pictures.	Have pictures of members of family available for the next home visit.	*Make tagboard blocks putting bells inside blocks.
Practice: throwing, rolling and bouncing ball.	Substitute old magazines for picture book when infant wants to tear pages.	Use action words when playing with ball: "Get the ball." "Roll the ball." "Throw the ball." "Catch the ball." "Give me the ball."	Imitate sounds of animals in picture book, also cars, airplanes, music.	Name parts of body using a doll.	*Make stuffed animal.
	Practice putting spools in correct hole in can.	Present action song and game for imitation in which infant can participate.	Name objects when infant is exploring.	Handle cup and spoon at mealtime.	Record new sounds or words, and behavior of infant.
	Practice stacking bowls--cans of varying size usually found in home.	Look at picture book and name objects.	Use action words with a ball: "Roll," "Catch," "Go get," "Give me," "Throw" etc.		*Cut out pictures and make picture book.
	Practice fitting tube in hole in egg carton.	Look at "Baby's Book to Touch" and label sensory experiences.	Encourage infant to follow simple directions and respond to requests.		*Make pull toy (wagon pull toy).
	Practice stacking blocks.	Stack blocks: tower 4 - 6.			*Make terry cloth doll.
					Present action song and game for imitation in which infant can participate.
					Practice nursery rhyme on xylophone.
					*Materials Made by the mother.

Gross-Motor	Fine-Motor	Cognitive	Language	Personal-Social	Specific Assignments for Mothers
Walk, pull toy (wagon pull toy). Present action nursery rhyme or game for imitation. Walk, pull xylophone.	Practice fitting circle in place on board. Practice fitting squares and circles on boards. Practice scribbling, making circle. Allow infant to explore "Surprise Box."	Play with doll, using words: "Hug him," "feed him," "brush his hair," etc. Bang on xylophone. Name household objects that infant handles while exploring. Name toys and objects on picture cards (have real objects available when possible). Practice fitting shapes in "Three Bears House." Encourage infant to explore "Busy Box," using words: "pull," "push," "turn," "slide," "open," "dial," "see," "hear."	Play nursery rhymes on xylophone. Sing or recite familiar or original rhymes to infant. Read stories to infant. Encourage infant to talk, using play telephone.	Use cuddle pillow for socialization. Encourage infant to put on shoes, help dress himself. Use play telephone for verbal interaction.	* Make holes in empty egg carton, have tissue tubes available for fitting. (PEGG CARTON) Encourage infant to bang on xylophone. Review at least five (5) activities of the past week (mother's choice). * Make book, "A Baby's Book to Touch." Plan supplement activity for older sibling(s) during visit. Make preparations for outdoor activity, "Nature Study." * Make cuddle pillow. Write report: "What This Program Has Meant to You and Mr. ______." * Materials Made by the mother.

Verbal Motivators Given by the Mothers

While the home visitors were conducting home visits with mothers and infants, they made innumerable observations of what the mothers said to the infants. They recorded many of the things the mothers said during the home visits to get their infants involved with the materials. The home visitors prepared the chart presented on the next two pages to give a sample of the "Verbal Motivators Given by the Mothers."

VERBAL MOTIVATORS GIVEN BY THE MOTHERS

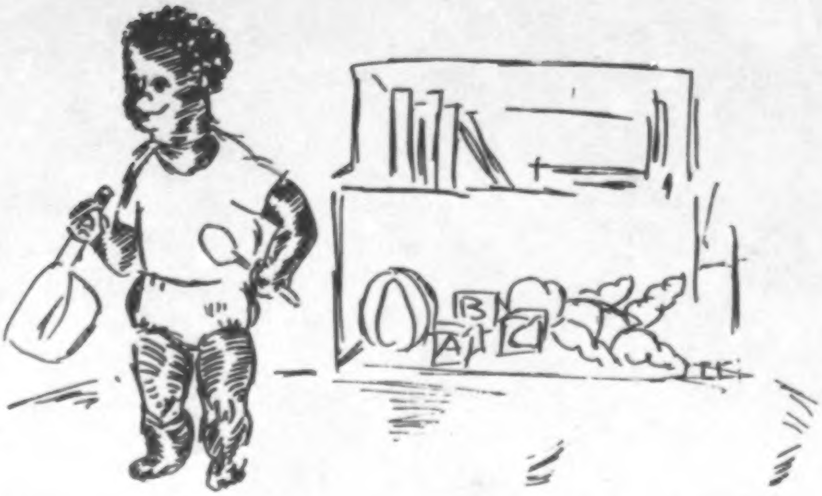
Gross-Motor	Fine-Motor	Cognitive	Language	Personal - Social
Milk Wagon: "Git it for Mama, pull it, bring it to me."	Stacking Blocks: "Stack it for me." "Build me a house real pretty."	A Baby's Book to Touch: Flower: "Look, you smell it."	Pounding Bench: "Bang it for Mama."	Cup and Spoon: "Take a bite."
Pull toy: (made noise like a car) "Pull it."	Nesting Cup: "You can't put the big cup in the little cup."	Rubber band: "See, pull it."	Blocks: "Give Mama a block, give home visitor a block."	Doll: "Give the baby sugar." "Love it-give the baby love."
Ball: "Throw it to me," "Kick it," "There you go," "Do it again," "Good boy," "Roll, don't throw it this time," "I said 'roll'," "Get the ball," "Bounce it this time." "Let Mama throw the ball first."	Scribbling: "Write name, write the rest of it."	Dog: "There's a dog, feel it."	Cup: "Give Mama some water. Thank you."	Doll: "I am going to kiss the baby."
	Blocks: "Stack 'em up."	Zipper bag: "You better unzip that pocket book, you unzip mine."	Crayon: "Give me the crayon, I'll give you a Yankee nickel. I'll give you a kiss - give me that."	Cup: "You take a little-give the doll a little. Give your little Bubber some water."
	Egg Carton and Tubes: "Put them in - take them out."	Busy Box: "Put your finger in there, stand on this side so you can reach it."	Picture Book: "See the car?" "See the baby - look at the kitty."	Cup and Spoon: "Stir it up."
	Three Bears House: "Sit right here so home visitor can see you put it in."	Picture Book: "Look at bird. See the bee over here."	Picture Cards: "Cat - kitty, kitty," "Clock - What time is it?" "Baby, pat the baby."	Can of Blocks: "Open it up, see what you can find. Mama will hold it so you can open it. Take it out now-give me the top. Do yours like mine. Pick them up and put them in the can."
	Scribbling: "Look, write, I bet you can do that, write for Mama."	Busy Box: "Let mama show you how to do it."	Snap Beads: "Give me the beads."	Mirror: "Look in the mirror. Kiss (name)."
	Scribbling: "It writes better than it taste." "Write a letter to Santa Claus."	Nesting Cups: "Put little one in the big one."	Telephone: "Answer the telephone."	Doll: "Wipe her nose."
		Blocks: "Stand them up there."		
		Disk: "Did that look right like that?"		

Gross-Motor	Fine-Motor	Cognitive	Language	Personal - Social
Xylophone: "Stop, ah-ah. This is what the stick is for - to make music, hit it." Pull toy: "Pull the wagon - don't you want your bottle in the wagon?"	Cups: "Pour it in there," (water from cup to cup). Totem-all "Put the grass in the can - now the stick, now the rocks. Right here." Blocks: "Now you stack blocks." Picture Book: "You can turn the page." Snap Beads: "Pull hard, now give me beads." "See me put it in."	Xylophone: "Here, put the stick in your hand and play me a tune." Surprise Box: "Come on give me one finger." (Dialing) "Pull, push, slide, turn, that's good." (Operating surprise box.) "Push the button - turn the light on." Busy Box: (using index finger to mash lever) "Can you do it?" Wheel: "Roll it," Clock: "What time is it?", Car: "You don't drive that fast, you'll run into a tree." Dial: "Turn your telephone, you can do it."	Picture Book: "Say, 'duck', 'pig'." Blocks: "Say, 'block' for Mama." "Don't do that." "Come here." "Give me that glass." "Get the ball." "Thank you." "Come back."	Doll: "Stop it." "Brush her hair." "Going to rock the baby to sleep?" "Sing the baby a song." "Get the mop." "Don't put that crayon in your mouth."

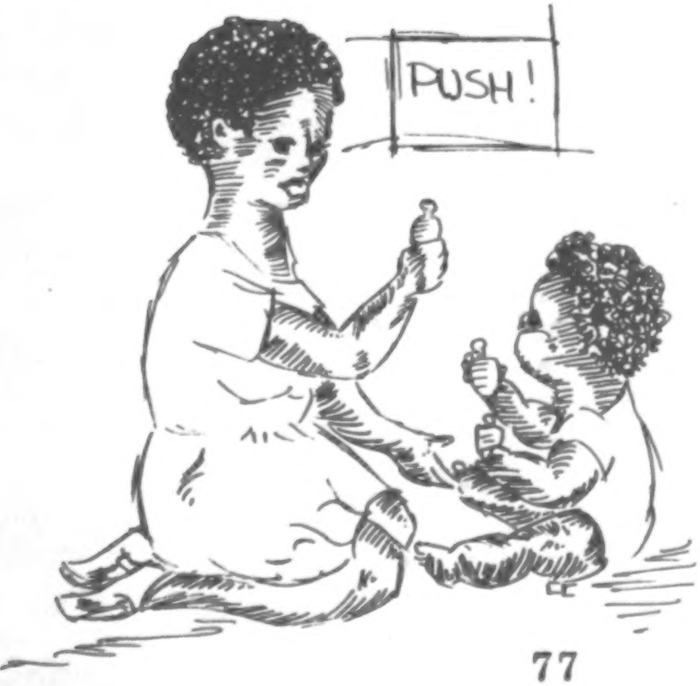
Illustrations From Home Visiting With Mothers and Infants

The illustrations on the following pages show materials in terms of provisions for the infant, the home visit, and the interrelationship of the home visitor, the mother and the infant.

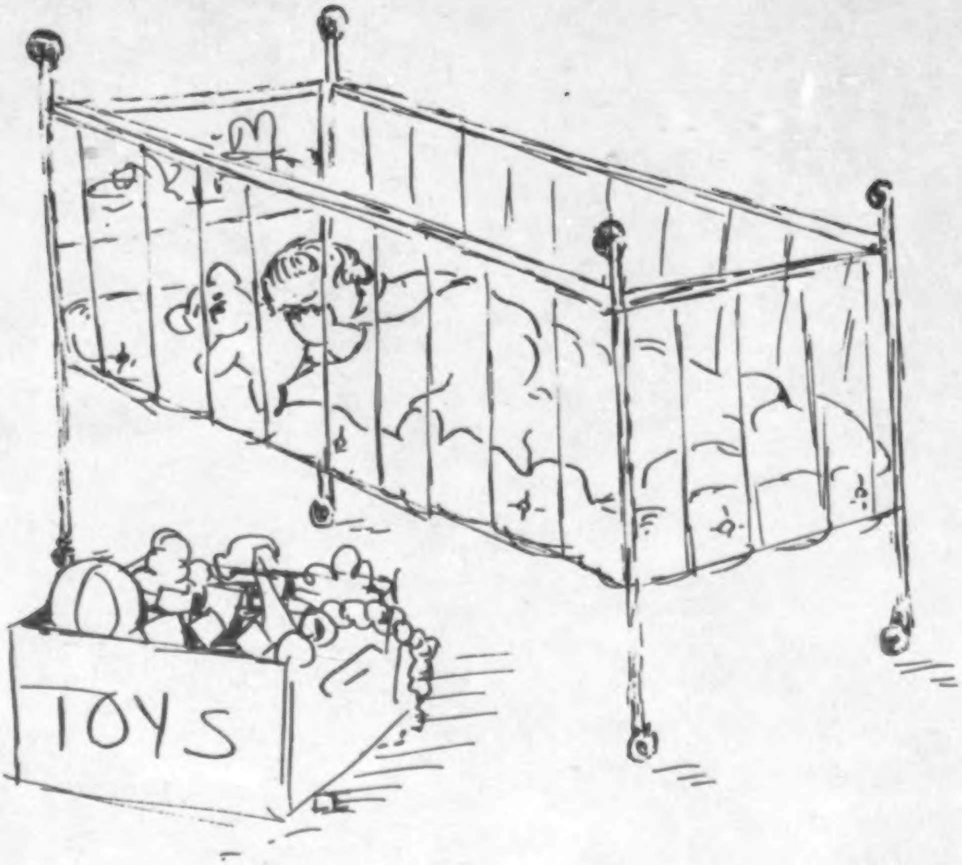
THE WAKING HOURS OF THE INFANT CAN BE PLANNED FOR BOTH



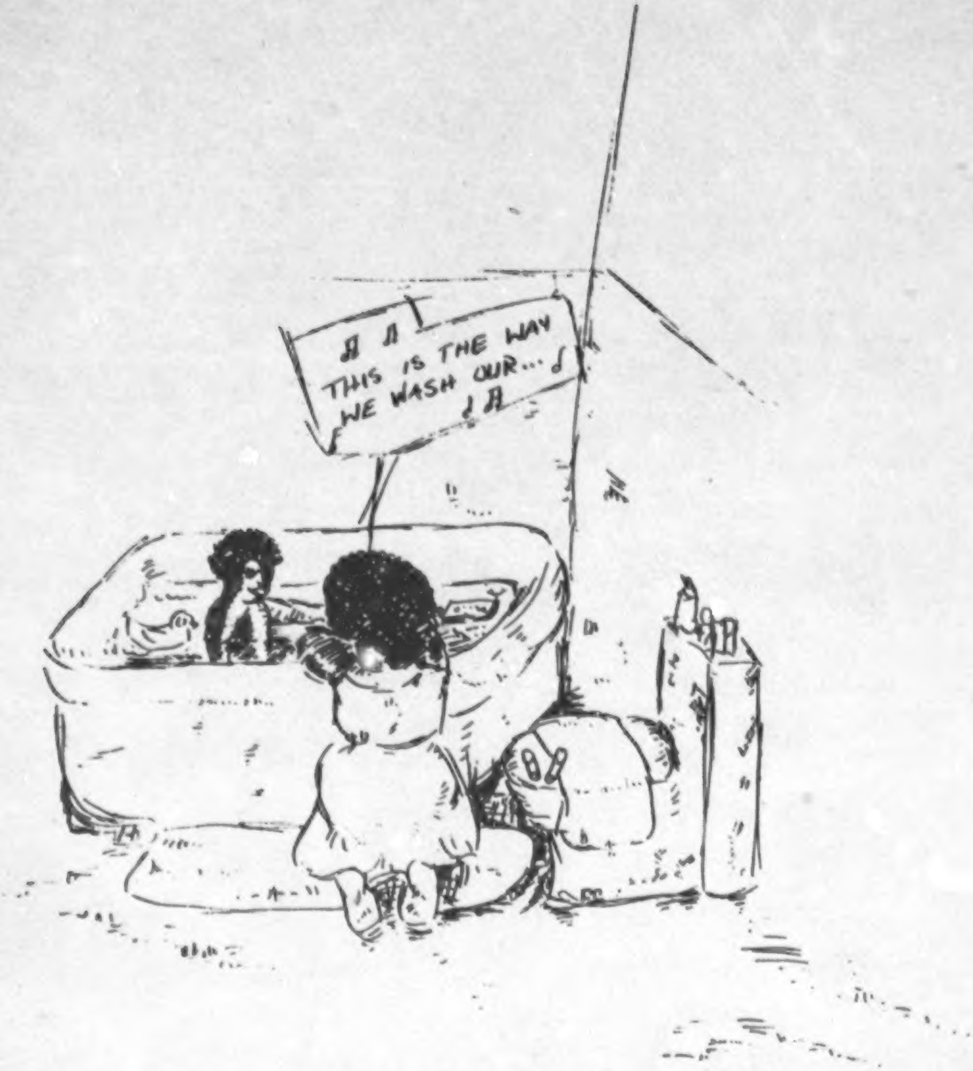
SELF-STIMULATING PLAY WITH TOYS BY HIMSELF...



AND IMITATIVE PLAY WITH TOYS WITH SOMEONE ELSE.

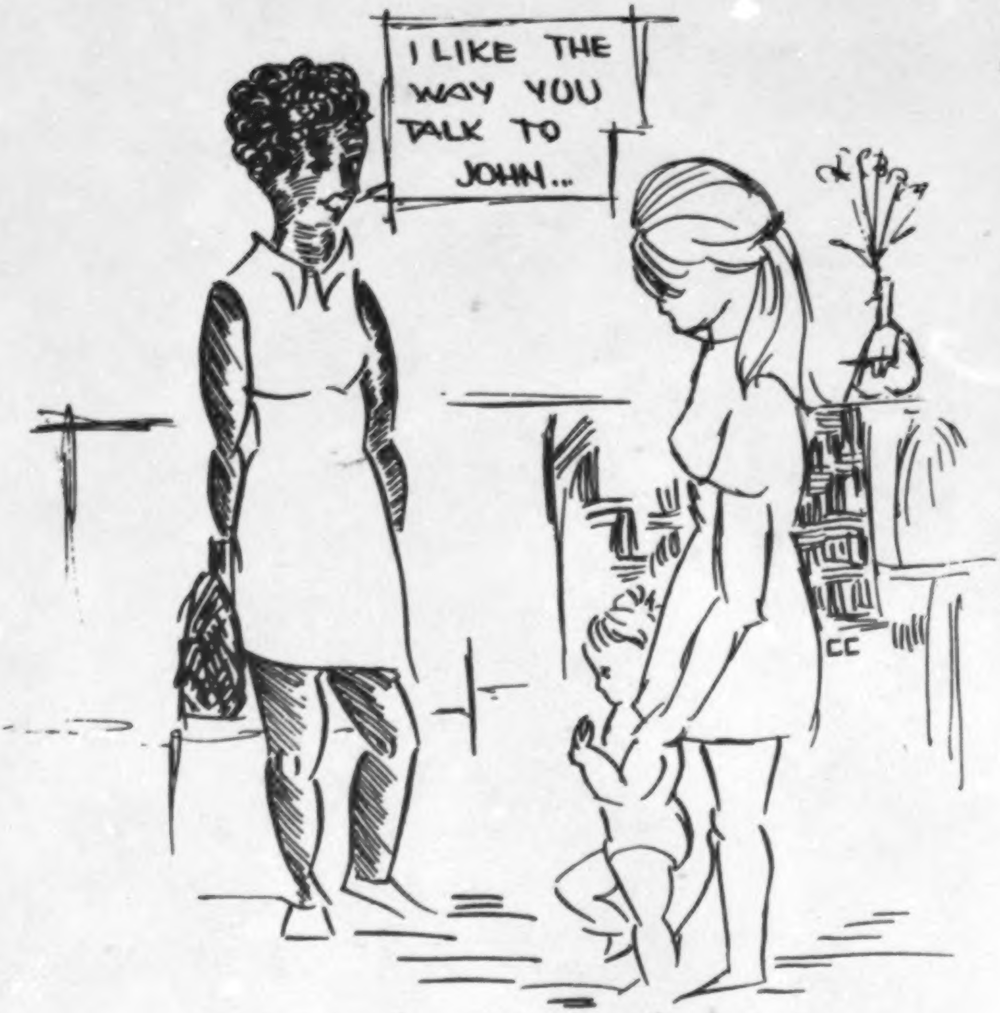


RELAXATION FROM INVOLVEMENT WITH THINGS AND PERSONS IS NECESSARY FOR COGNITIVE DEVELOPMENT AND PERSONAL-SOCIAL DEVELOPMENT.

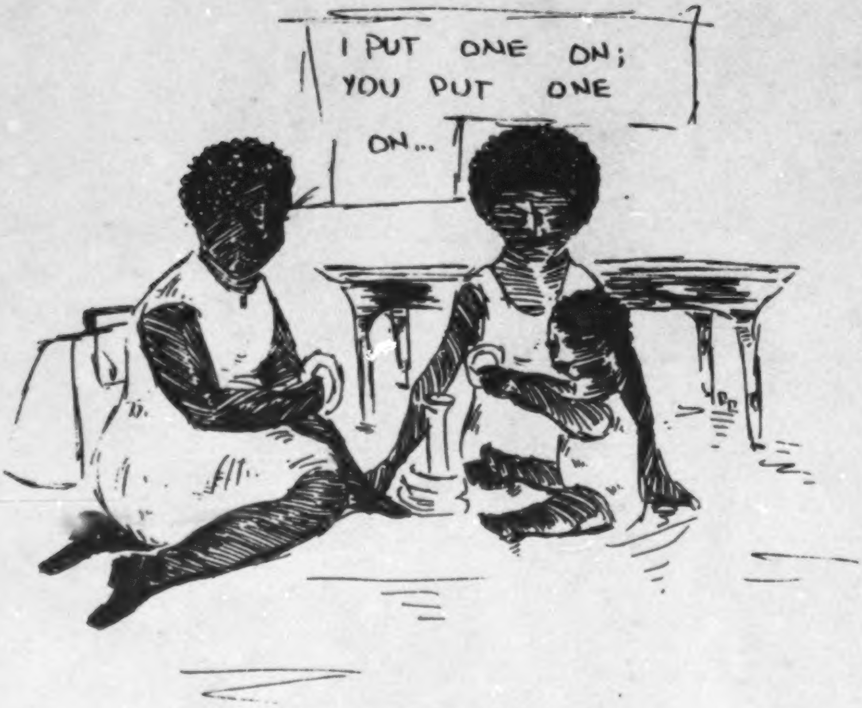

THIS IS THE WAY WE WASH OUR...

THE MOTHER'S INVOLVEMENT WITH HER INFANT INCLUDED PHYSICAL AND VERBAL COMPONENTS.

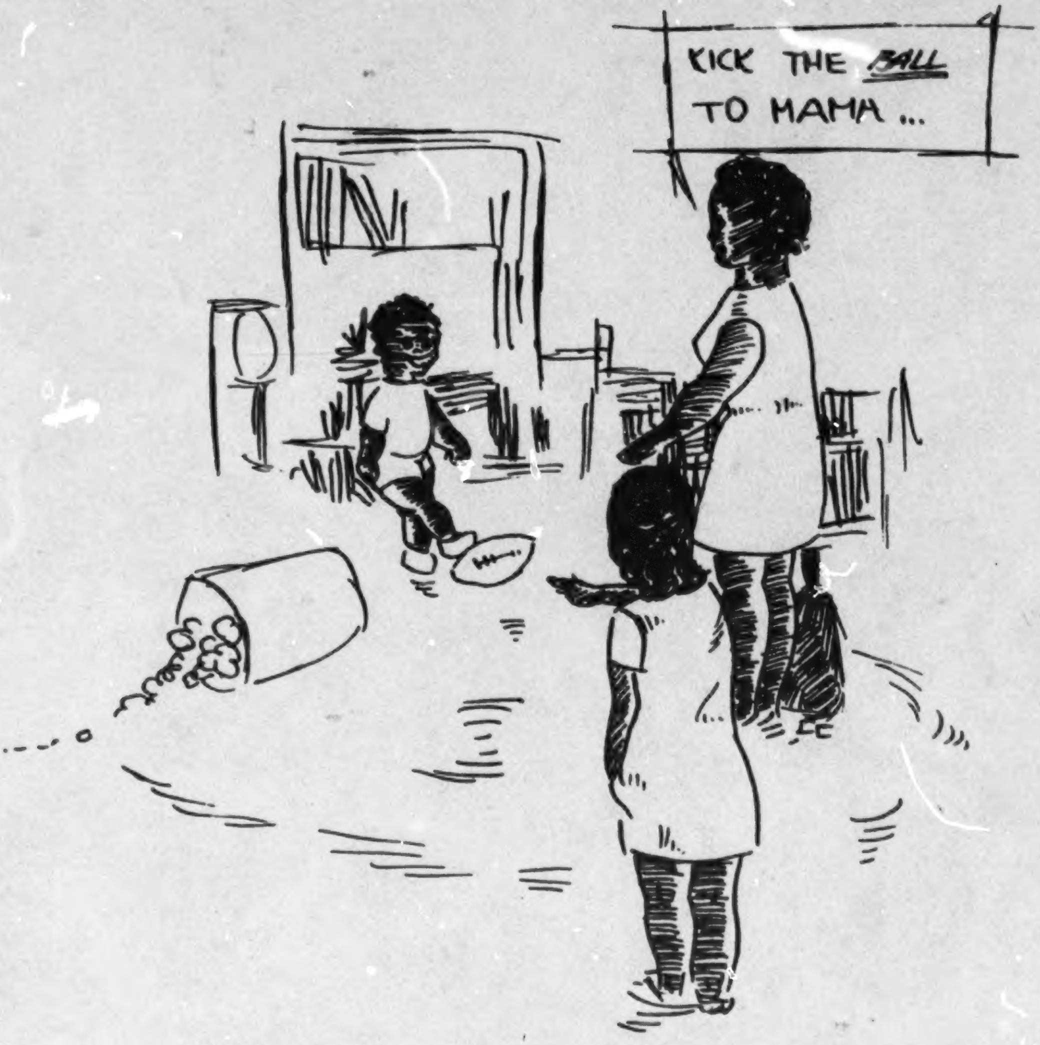
THE HOME VISITOR AS A MODEL AND REINFORCER


I LIKE THE WAY YOU TALK TO JOHN...
CC

SHE SUPPORTS THE POSITIVE BEHAVIORS OF THE MOTHER AND PROVIDES AN ADEQUATE LANGUAGE MODEL.

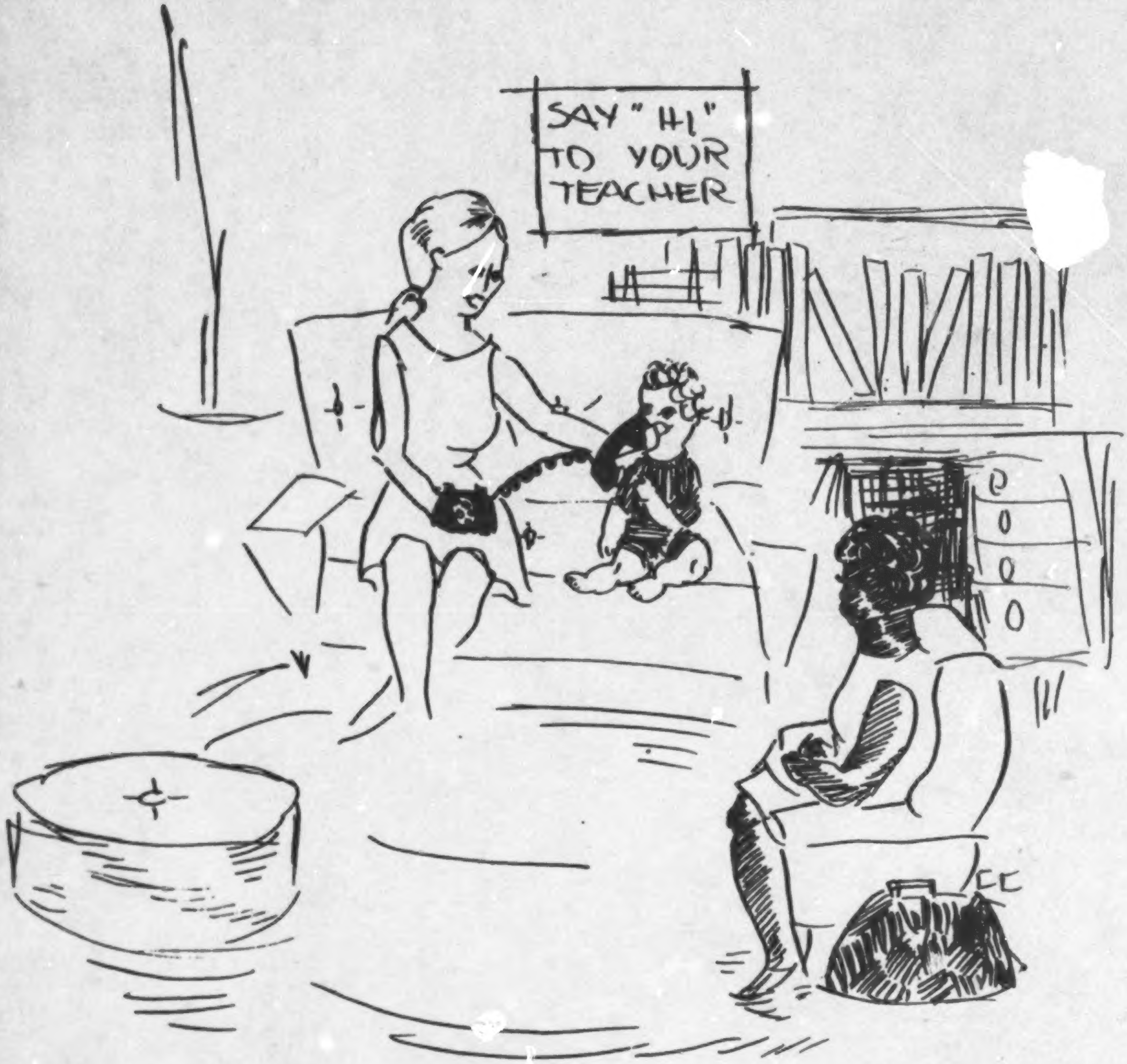

I PUT ONE ON; YOU PUT ONE ON...

BY DEMONSTRATION AND EXAMPLE, THE HOME VISITOR SHOWED THE MOTHER WHAT TO DO.

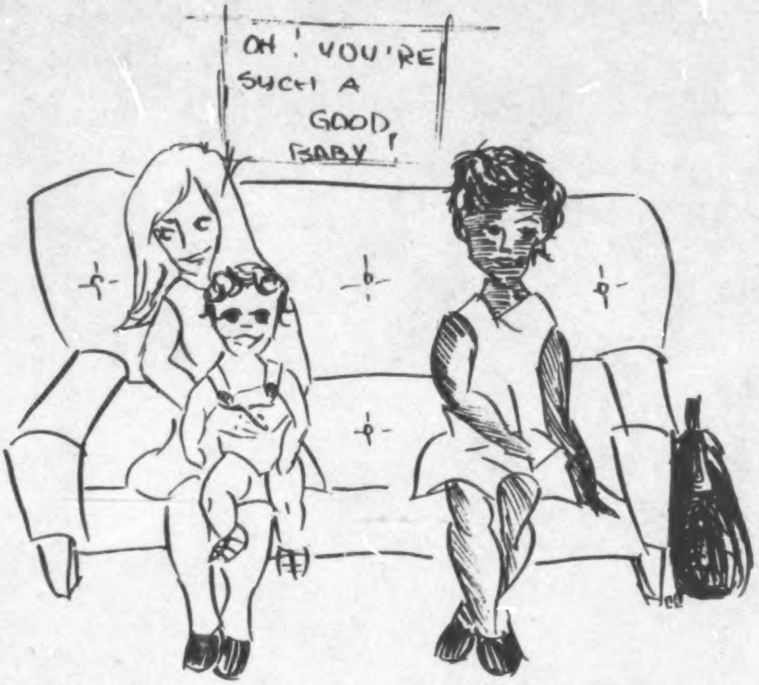


KICK THE BALL
TO MAMA ...

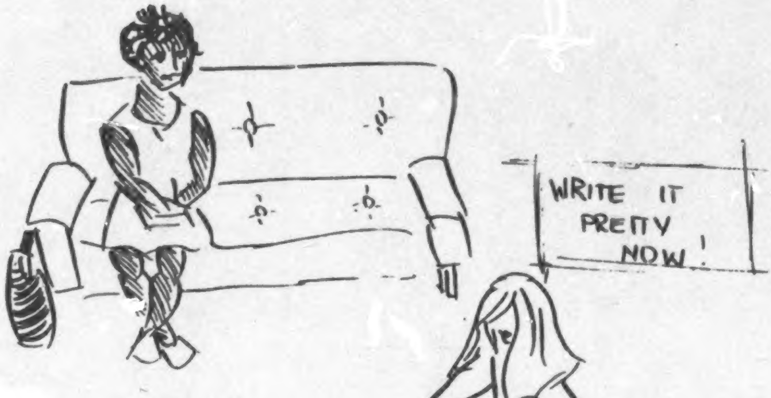
THE HOME VISITOR HELPED THE MOTHER TO INVOLVE THE INFANT IN A DIFFERENT ACTIVITY.

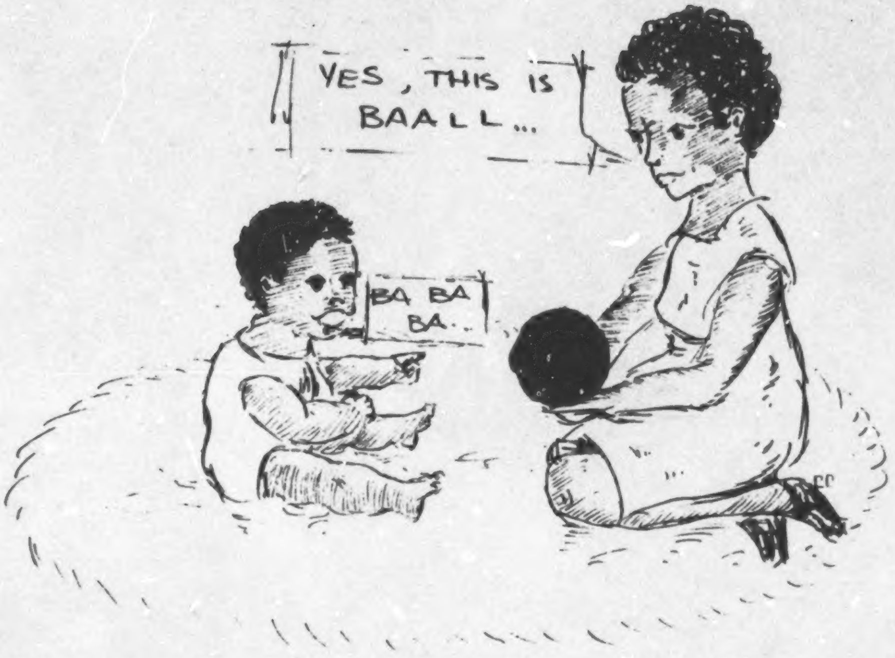

SAY "HI"
TO YOUR
TEACHER

THE MOTHER LEARNED TO PRESENT MATERIALS TO THE INFANT.

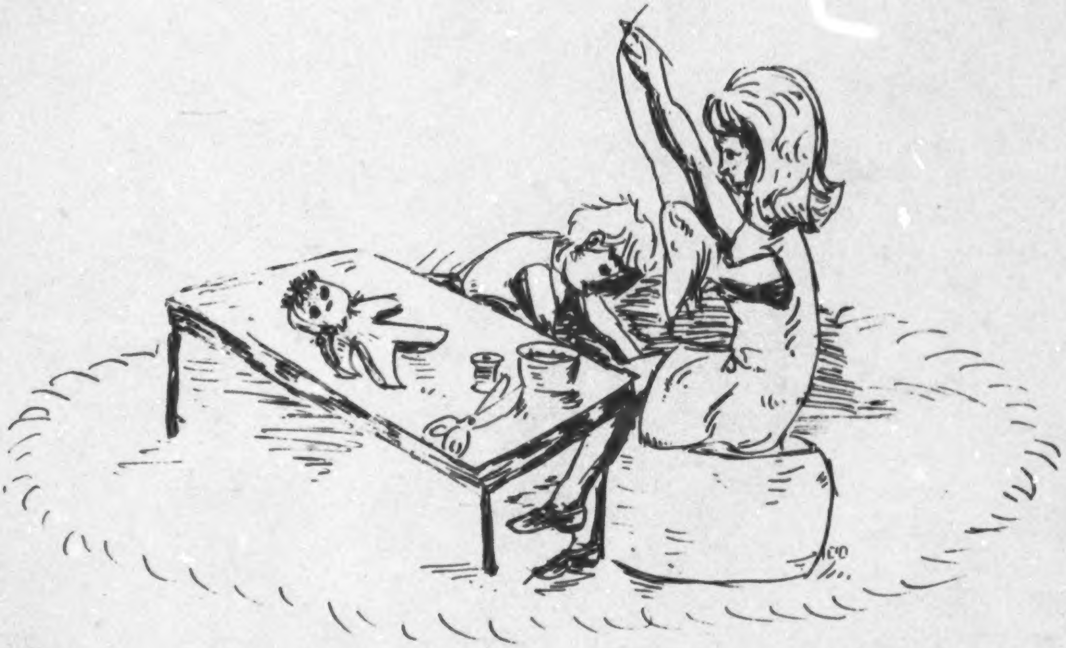

OH! YOU'RE SUCH A GOOD BABY!

THE HOME VISITOR MADE SPECIFIC OBSERVATIONS OF MATERNAL BEHAVIOR

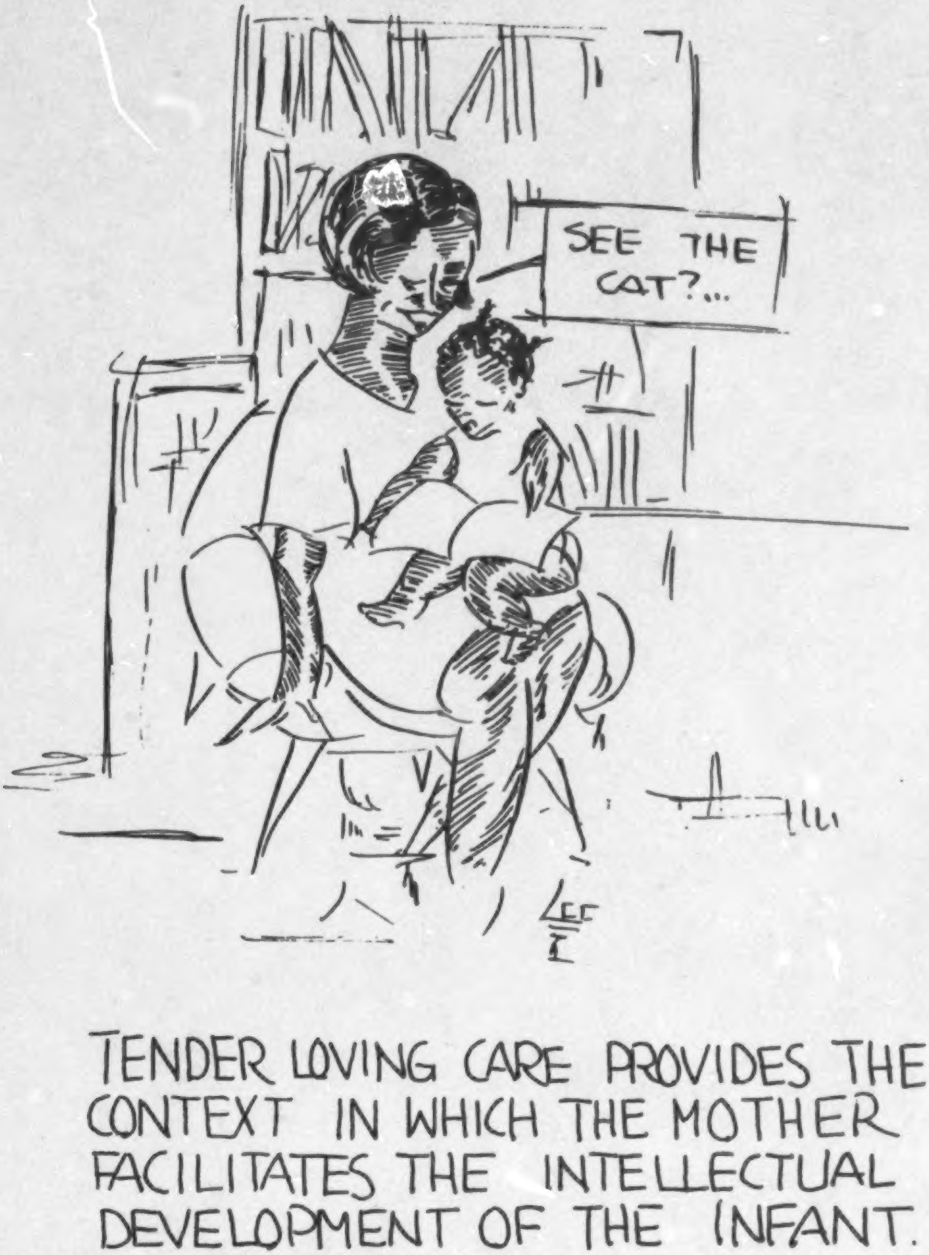

WRITE IT PRETTY NOW!


YES , THIS IS BAALL...
BA BA BA..

THE MOTHER RECOGNIZED THE INFANT'S SOUNDS AND SHAPED HIS SPEECH.



THE MOTHER DEVELOPED SKILL IN
MAKING PLAYTHINGS FOR HER INFANT.



TENDER LOVING CARE PROVIDES THE CONTEXT IN WHICH THE MOTHER FACILITATES THE INTELLECTUAL DEVELOPMENT OF THE INFANT.

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